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ABSTRACT

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center (FLC) workshops, in schools, or in institutions maintaining contact with schools. This document, acting as a bridge between the theoretical diagnosis of the child's reading needs and the instructional material necessary, tells the parent and the FLC specialist what materials to pull from the resource file. Only one of these manuals is needed for each FLC site. (JM)

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THE DES MOINES FAMILY LEARNING PROJECT

THE PCRS

(PARENT - CHILD READING SYSTEM)

RETRIEVAL MANUAL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Editor: Martin Miller

The Des Moines Family Learning Project
is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

Operated by
The Department of Community and Adult Education
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001

Given an individualized study center with entry and exit procedures, the student operates within those procedures without wasting time.

S.E.O.

(After several days in the center, a student should be coming in and going to work quickly and preparing to leave without wasting time. When this occurs for three or more days, the student should be given credit for this objective.)

[ ] When you can go to work quickly and put away materials well before you leave you will get credit for this objective.

002

Given an individualized learning center, the student can locate all materials he may be assigned to use.

S.E.O.

(After a few days in the center observe the student to see if this objective has been carried out. Use materials location drills for practice if controlled observation is required.)

[ ] You must be able to find all the materials you will use in this room. When you can do this you will receive credit for this objective from your teacher.

003

Given a self-directing piece of material, the student can explain the material to another student so work in the material can be initiated.

S.E.O.

(Students should be given credit for this objective when they can use all materials they are likely to read for operating the center for a month or more.)

[ ] When you are able to explain several kinds of materials to another student you will receive credit for this objective.

004

Given a prescription requiring use of audio-visual equipment, the student operates the equipment and completes the accompanying lessons.

S.E.O.

005

Given a procedure for participating in a book conference, the student follows the tasks required to complete the book conference.

S.E.O.

006

After completion of an assignment which produces a percentage right score, the student uses a chart to figure percentage.

S.E.O.

(This objective is complete when the student demonstrates ten or more times that he can use a conversion chart to figure percentage.)

007

The student keeps all assigned records according to instructions.

S.E.O.

(After completing any assignment, the student uses prescribed methods of checking his work and recording his success.

008

Given a learning center, the student describes processes of prescription, study, record keeping, and contracting to visitors.

S.E.O.

(Give the student credit for this only after he makes the necessary explanation. A good technique is to invite parents after the center is in operation. Students explain the center operation to their parents who certify the students have reached the objective.)

[ ] When you have explained the room to a visitor you will receive credit for this objective.

009

After reaching an objective, the student gives necessary assistance to another person working on the same objective.

S.E.O.

(This objective is given when a student helps another gain an objective. In other teacher assessed objectives activities requiring assistance of another student are indicated. The helping student receives credit for this objective.)

•010

Given a series of sounds, the student can describe loud and soft (intensity), long and short (duration) and repeat them.

• PATTR I	Vr2, 3, 4, L-5

•011

Given two sounds or words orally, the student indicates if they are the same or different.

TarR	Tape 5, p. 5; Tape 6, p. 6
MLP-Lis(1)	All
RO	Tape A3, p. A3
MLP-Lis(2)	Lesson 1, pp. 1-6; Lesson 2-8, pp. 12, 13; Lesson 3, pp. 15-21; Lesson 4, pp. 22-30; Lesson 7, pp. 39-44; Lesson 9, pp. 50-53; Lesson 11, pp. 57-60; Lesson 13, pp. 66-69; Lesson 15, pp. 73-76; Lesson 17, pp. 82-85; Lesson 20, pp. 96-100
AudD	All
• PATTR I	L-4

•012

Given pictures or dictated words, the student indicates those that begin with the same initial consonant.

NPhwu(R)	23, 34, 46, 58, 64
GWEP(1)	30-41; 45-47
• Phwu(LGK)	Old Itch
MWDr.Sp.	7, 9
AudD	Lesson 1, Introduction pp. 8, 9
TarR	Tape 7, p. 7; Tape 8, p. 8
MLP-Lis(2)	Lesson 41, pp. 212-215; Lesson 42, pp. 216-219; Lesson 43, pp. 220-233
PIFn(1)	pp. 26, 33, 40, 47, 54, 61
PIFn(2)	pp. 6, 10, 20
Try	18-20, 30-32, 42-44, 51-52, 72
• PATTR I	Vr5

•013

Given X dictated or picture words, the student marks those that rhyme.

TarR	Tape 3, p. 3; Tape 4, p. 4
GWEP(1)	21, 22, 23, 24, 25, 26, 60, 61, 62, 85, 86
CTC	Tape 1, p. 1; Tape 2, p. 2; Tape 3, p. 3; Tape 4, p. 4
MLP-Lis(2)	Lesson 37, pp. 195-198; Lesson 38, pp. 199-202; Lesson 39, pp. 203-206
• NPhwu(A)	6, 7, 8
FTalkAlph II	Lesson 7, Record 13, Card 8, Master 10
• Ph Wrk(A)	162, 176, 212, 225
RSkP(1)	3
RO	Tape A/4, p. A/4
Phwu(A)	6, 7, 8, 10, 11
GWEP (I)	p. 21, 22, 23, 24, 25, 26, 27, 28, 29
GWEP (II)	p. 5, 6, 7
• PATTR I	Vr6, 8
• Think	I, Unit 3

•014

Given X words or pictures with vowels as focus, the student marks those that rhyme.

ARP(A)	Tape 13B1 p. 105-106; Tape 13B2 pp. 107-108; Tape 14A1 pp. 109-110; Tape 14A2, pp. 111-112; Tape 14B1 pp. 113-114; Tape 14B2 pp. 115-116; Tape 15A1 pp. 117-118; Tape 15A2 pp. 119-120; Tape 15B1 pp. 120-122; Tape 15B2 pp. 123-124
• Ph Wrk(A)	115, 117, 121, 124, 129, 134, 216, 217
Phwu(A)	p. 76
• Ph Wrk(C)	28, 31
HTRW	24 (lower)
Phwu(E)	83
Phwu(F)	43, 59
Phwu(G)	43, 44

FTalkAlph II

Lesson	Record	Card	Master
6	11, 12	7	8, 9
8	14, 15	9	11, 12
9	16, 17	10	13, 14
11	20, 21	13	17, 18, 19
13	23, 24	15	21, 22
14	25, 26	16	23, 24, 25
16	29, 30	19	28, 29
18	32, 33	21	31, 32
19	34, 35	22	33, 34
21	38, 39	25	37, 38
23	41, 42	27	40, 41
24	43, 44	28	42, 43

• Think I, Unit 3

•014

FTalkAlph II	Lesson	Record	Card	Master
	26	47, 48	31	46, 47
	28	50, 51	33	49, 50
	29	52, 53	34	51, 52
RSkP(2)	4 (lower)	29 (lower)	44 (lower)	
• Ph Wrk(A)	133, 142, 152, 163, 177, 192, 203			
• Ph Wrk(B)	16, 20, 59			
RO	Tape A/4 p. A/4			
NPhwu	p. 78, 90, 93			
• PATTR I	Vr8			

015

Given X dictated or picture words and key letter sounds, the student marks the picture or words that contain the key letter sound.

SPTlk	Tape/Lesson 1, 2, 3 (Orientation)
	Tape/Lesson 5, 6, 7, 8 (P)
	Tape/Lesson 9, 10, 11, 12 (T)
	Tape/Lesson 13, 14, 15, 16 (K) (hard)
	Tape/Lesson 17, 18, 19, 20 (SH)
	Tape/Lesson 21, 22, 23, 24 (F)
	Tape/Lesson 25, 26, 27, 28 (TH)
	Tape/Lesson 29, 30, 31, 32 (S)
	Tape/Lesson 33, 34, 35, 36 (L)
	Tape/Lesson 37, 38, 39, 40 (R)

016

Given a key long/short vowel, and X pictures, the student marks the picture that represents the key vowel sound.

FTalkAlph II	Lesson	Record	Card	Master
	5	9, 10	5, 6	6, 7
	10	18, 19	11, 12	15, 16
	12	22	14	20
	15	27	17	26, 27
	17	31	20	30
	20	36	23	35, 36
	22	40	26	39
	25	45, 46	29, 30	44, 45
	27	49	32	48

017

Given X dictated/picture words, the student marks those that contain the same short/long vowel sound.

TarR	Tape 11, p. 11; Tape 12, p. 12
MLP-Lis(2)	Lesson 5, pp. 31-35; Lesson 8, pp. 45-49; Lesson 12, pp. 61-65; Lesson 16, pp. 77-81; Lesson 18, pp. 86-90

•018

Given a picture (or word orally) and a key letter, the student indicates whether the letter is at a) initial b) medial c) end position in the word

• Ph Wrk(A)	54, 57, 58, 60, 65, 81, 92, 101, 106
SpTlk	Tape/Lesson 8 (P) Tape/Lesson 12 (T)
	Tape/Lesson 16 (K) Tape/Lesson 20 (SH)
	Tape/Lesson 24 (F) Tape/Lesson 28 (TH)
	Tape/Lesson 32 (S) Tape/Lesson 36 (L)
	Tape/Lesson 40 (R)

•019

Given phonetic sounds, the student can blend the isolated sounds to make a word.

• PATTR I	Vr7

020

Given word pairs orally or in pictures, the student marks whether they end with the same consonant sound.

RSkP(3)	6
AudD	Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12
TarR	Tape 9, p. 9; Tape 10, p. 10
MLP-Lis(2)	Lesson 24, pp. 117-120; Lesson 26, pp. 126-133
LMast(B,P,D)	3

•021

Given a familiar selection, the student can hear subtle and gross changes in the selection.

• PATTR I	L-6

•022

Given the primary colors and secondary colors, the student identifies and uses varying shades.

- PATTR I Vs3

•023

Given directions, the student can recognize and apply left to right progression.

- PATTR I Vs1

•024

Given X pictured objects or forms, the student marks the ones that match.

- Ph Wrk(A) 1, 2, 3, 4, 5, 6, 8, 9, 11, 14, 16, 17, 18, 19, 21, 25, 27, 29, 30, 33, 36, 37, 41, 43
- MLP-Let(1) 32-76; 129-142; 144-157
- Phwu(R) 3, 4, 7, 12. 37
- PIFn(1) pp. 1, 2, 3
- PATTR I Vs4, 5, 6, 7
- Think I, Unit 8

•025

Given X key letters of the upper or lower case alphabet, the student marks each time the letter occurs in a group of X letters.

- Ph Wrk(A) 14, 16, 22, 32, 37, 40, 45, 46
- Ph Wrk(C) 3, 4
- MLP-Lis(2) 2 - 204
- MLP-Let(1) 2-30, 78-127, 158-164, 165-204
- MLP-Lis(2) 205-209
- GWEP(1) 3, 4, 5, 6, 7, 8, 9, 10, 11
- RO Tape A/1, p. A/1
- PIFn(1) p. 7, 10, 11, 13, 15, 16, 18, 19
- PIFn(2) 1, 2
- PATTR I Vs8, 11
- Think I, Unit 1, Tape L.A. 1, 2

RM: 7

•026

Given an incomplete picture, the student fills in the missing parts.

•	Ph Wrk(A)	7
	Phwu(R)	2
	PIFn(1)	4
•	PATTR I	Wr3, 4, 5, 6, 7, 8, 11
•	Think	I, Unit 1

•027

Given X words, the student marks those that are the same or have the same parts.

	GWEP(1)	13, 14, 15, 16, 17, 68, 69, 70, 83
	CTC	Tape 3B pp. 9, 10, 11
	RO	Tape A/2, p. A/2
	TarR	Tape 21, p. 21; Tape 22, p. 22; Tape 23, p. 23; Tape 24, p. 24; Tape 27, p. 27; Tape 28, p. 28; Tape 29, p. 29; Tape 30, p. 30; Tape 31, p. 31; Tape 32, p. 32
	Clu	Mag. 1 p. 49 - Choose tape number
	R.P.PRO.	Unit 6 Lesson 1
•	PATTR I	Vs9, 10

•028

Given a key word and an incomplete form of the word, the student writes in missing letters.

	GWEP(1)	54,55,56,57,58,59,74,75,76,77,78,79,84
	NPhwu(R)	10,11,14,15,16,19,20,25,30,31,35,36,40, 41,42,47,48,49,53,55,60
	Phwu(R)	10,11,14,15,16,19,20,25,30,31,35,36,40, 41,42,47,48,49,53,55,60
	New Look	p. 21
•	PATTR I	Vc2, Vs8
•	Think	I, Unit 1

•029

Given a key word element and a word, the student marks whether the word contains the word element.

	MLP-Lis(2)	Lesson 28 pp. 137-143; Lesson 30 pp. 148-154; Lesson 32 pp. 160-167; Lesson 34 pp. 172-180; Lesson 36 pp. 186-194
	SRA Ia	Olive B 1-20
•	SRA Ic	Olive B 1-20
•	SRA Ic	Red C 2-5, 7-10, 12-15, 17, 18, 19, 20
•	GWEP(3)	17, 25
•	Think	I, Tapes L.A. 1, 2, 3, 4

•030

Given his name in spoken or written form the student can recognize it.

- PATTR I Vc1

•032

Given oral directions, the child can recognize and construct a series of horizontal and vertical lines.

- PATTR I Wr1, 2

•033

Given directions, the student can recognize a row and duplicate a row of his own.

- PATTR I Wr9

•034

Given a story, the student can use written symbols as words or illustrations, to relate the story.

- PATTR I Wr10

•035

Given a letter of the alphabet, the student matches the same letter in upper and lower case form.

• Ph Wrk(A)	10, 12, 20, 22, 26, 28, 34, 35, 42, 44
GWEP(1)	48, 49, 50, 51, 52, 53, 67, 68
TarR	Tape 13, p. 13; Tape 14, p. 14; Tape 15, p. 15; Tape 16, p. 16; Tape 17, p. 17; Tape 18, p. 18; Tape 19, p. 19; Tape 20, p. 20
• Ph Wrk(C)	3, 4
NPhwu(R)	17, 21, 22, 24, 26, 32, 33, 38, 43, 44, 50, 51, 56, 57, 61
• NPhwu(A)	3, 4, 5
RO	Tape B/15 p. B/15; Tape B/16 p. B/16; Tape B/17 p. B/17; Tape B/18 p. B/18
ARP(1)	Tape 1A1 pp. 4-5; Tape 1A2 pp. 6-7; Tape 1B1 pp. 8-9; Tape 1B2 pp. 10-11;
• Think	I, Unit 1, Tapes L.A. 1-4

•035

ARP(1)	Tape 2A1 pp. 12-13; Tape 2A2 pp. 14-15; Tape 2B1 pp. 16-17; Tape 2B2 pp. 18-19; Tape 3A1 pp. 20-21; Tape 3A2 pp. 22-23; Tape 3B1 pp. 24-25; Tape 3B2 pp. 26-27
PIFn(1)	pp. 8, 9, 14, 17
RO	Tape B/16 p. 8
• PATTR I	Vc2, 3

•036

Given an incomplete form of an alphabet letter, the student completes the letter.

GWEP(1)	54,55,56,57,58,59,74,75,76,77,78,79,84
NPhwu(R)	10,11,14,15,16,19,20,25,29,30,31,35,36, 40,41,42,47,49,53,55,60
Phwu(R)	10,11,14,15,16,19,20,25,29,30,31,35,36, 40,41,42,47,48,49,53,55,60
Try	1-4
•Think	I, Unit 1, Tapes L.A. 1-4

•037

When X alphabet letter is shown by the teacher, the student names the letter.

• S.E.O.

PaceR Tape 1

•041

Given X sight words, a crossword puzzle matrix and X numbered incomplete sentences, the student completes the sentences and the crossword puzzle by choosing the appropriate sight word for each sentence.

• My Puzzle Book (1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
• My Puzzle Book (2)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29

•042

Given a story which he has dictated to be written, the student reads the story fluently.

1. Tell a story to _____.
2. After it is written practice reading it with help from a friend.
3. When you can read it perfectly, read it to your teacher.

PATTR I Vc11

•043

Given X new words of his own choice, the student learns to recognize them after brief, isolated exposure.

S.E.O.

1. Write 15 new words on cards
2. Practice reading the words with help from another student.
3. When you know the words show them to the teacher.

PATTR I Vr8, Vc4, 5, 6, 7, 8, 9, 10, 12

•044

Given X new words chosen by the teacher, the student recognizes them after a brief, isolated exposure.

S.E.O.

1. Write the words on a card.
2. Practice reading the words with a friend.
3. Read the words for the teacher.

•045

Given X words in basic vocabulary, the student recognizes them in phrases or sentences.

S.E.O

1. Write a sentence for each new word.
2. Practice reading the sentence to another student.
3. When you can read the sentences, read them for your teacher.

•046

Given X number of sentences made up from Dolch words and familiar nouns, the student reads the sentences fluently and demonstrates comprehension by answering questions.

- ConR — 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 47, 48, 54, 55, 62, 63, 69, 70, 75
- S.E.O.

•053

Given X pictures, the student draws connecting line between those that begin with the same initial consonant.

- NPhwu(A) — 9, 10, 11, 12
- CTC — Tape 4A pp. 12-13; Tape 4B pp. 14, 15, 16
- PATTR I — Vr5
- Think — I, Tapes L.A. 5-19

•054

Given an initial consonant and X pictures, the student marks the pictures that begin with the given consonant.

- Phwu(B) — 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
- BRsk(Speedboat) — 10, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 42, 47, 52, 54
- CTC — Tape 5A p. 17; Tape 7B p. 24; Tape 8A p. 28; Tape 8B p. 31; Tape 9B p. 37; Tape 10B p. 42: Tape 11A p. 44; Tape 11B p. 46; Tape 12B p. 53; Tape 13A p. 55; Tape 13B p. 57; Tape 14A p. 59; Tape 14B p. 61; Tape 15A p. 63
- NPhwu(A) — 18, 20, 22, 27, 33, 35, 37, 39, 43, 50, 52, 54, 58, 65, 67, 69, 73, 84, 86
- Think — I, Tapes L.A. 5-19

•055

Given a picture, the student writes the consonant that stands for the sound heard in the beginning position for the picture word.

- Ph Wrk(A) — 49, 50, 52, 53, 55, 56, 61, 63, 64, 66, 67, 68, 70, 72, 73, 74, 75, 76, 77, 78, 83, 85, 87, 88, 89, 93, 95, 96, 97, 98, 101, 102, 103, 105
- Ph Wrk(B) — 4, 5, 7, 11, 12, 28, 30, 36, 40
- Phwu(B) — 22, 30, 38, 47, 49, 52, 54, 61
- Ph Wrk(C) — 5, 9
- Think — I, Tapes L.A. 5-19

•055

•	ConR	3
	RSkP(2)	2
	BRsk(Speedboat)	12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 43, 44, 45, 46
	Phwu(C)	2, 4, 6, 8
	Phwu(D)	4
	RSkP(2)	3
	CTC	Tape 9A, p. 35, 78
	SRA IIIa	Orange 5D, 10D, 15D
	PIFn(1)	pp. 65, 72, 79, 86, 93
	PIFn(2)	pp. 15, 23, 26, 46
	Phwu(R)	27, 45, 62
•	NPhwu(B)	2, 3, 4, 5, 6, 7, 8
•	NPhwu(C)	2, 3, 4, 5, 6

•056

Given a picture or word and X words, the student marks the words that have the same initial consonant sound as the key picture.

•	Ph Wrk(A)	80, 84, 86, 90, 110
	Phwu(A)	24
	Phwu(B)	5, 13, 29, 37, 48, 51, 53, 56, 60
	Phwu(E)	3, 6
	RSkP(2)	1
	PWSee(A)	17, 22, 34, 38, 44, 48, 54, 59, 85, 89, 93
	PWSee(B)	2, 3, 5
	LAS	4, 5
	CTC	Tape 9A, pp. 34, 49; Tape 12B p. 54; Tape 14B, p. 62; Tape 17A, pp. 72, 73
	ARP(1)	Tape 1A1, pp. 4, 5; Tape 1A2, pp. 6, 7; Tape 1B1, pp. 8, 9; Tape 1B2, pp. 10, 11; Tape 2A1, pp. 12, 13; Tape 2A2, pp. 14, 15; Tape 2B1, pp. 16, 17; Tape 2B2, pp. 18, 19; Tape 3A1, pp. 20, 21; Tape 3A2, pp. 22, 23; Tape 3B1, pp. 24, 25; Tape 3B2, pp. 26, 27; Tape 4A1, pp. 28, 29; Tape 4A2, pp. 30, 31; Tape 4B1, pp. 32, 33; Tape 4B2, pp. 34, 35
	ARP(2)	Tape 1A1, pp. 4, 5; Tape 1A2, pp. 6, 7; Tape 1B1, pp. 8, 9; Tape 1B2, pp. 10, 11; Tape 2A1, pp. 12, 13; Tape 2A2, pp. 14, 15; Tape 2B1, pp. 16, 17; Tape 2B2, pp. 18, 19; Tape 3A1, pp. 20, 21; Tape 3A2, pp. 22, 23; Tape 3B1, pp. 24, 25; Tape 3B2, pp. 26, 27; Tape 4A1, pp. 28, 29; Tape 4A2, pp. 30, 31; Tape 4B1, pp. 32, 33; Tape 4B2, pp. 34, 35
•	NPhwu(E)	p. 1

•057

Given X pictures and an incomplete sentence with the initial consonant provided for a missing word, the student selects the correct picture to complete the sentence.

•	BL-Sounds(A)	1-29
•	BL-Sounds(B)	1-5
	Phwu(B)	42, 43
•	Think	I, Tapes L.A. 5-19

•058

Given an incomplete sentence and X words containing the same word element and different initial consonants, the student selects the correct word to complete the sentence.

•	BL-Sounds(A)	37-46
•	BL-Sounds(B)	6-10
	Clu	Tape 1A, Mag. 1 pp. 4-7 Tape 1B, Mag. 1 pp. 8-11 Tape 2A, Mag. 1 pp. 12-17
	R.P.PRO.	Unit 1 Lessons 2, 4, 6, 8, 10
•	Think	I, Tapes L.A. 5-19

•059

Given a picture and X consonants, the student marks the consonant that stands for the sound heard in X position in the picture.

•	Ph Wrk(A)	47, 48, 51, 53, 56, 61
•	Ph Wrk(B)	6, 8, 9, 10, 46
	Phwu(B)	4, 12, 20, 28, 36, 40, 46, 48, 51, 53, 56
	Phwu(D)	1
•	ConR	2
	RSkP(2)	1
•	NPhwu(B)	2, 3, 4, 5, 6, 9, 10, 11, 12
•	NPhwu(C)	2, 3, 4, 5, 6, 9, 10, 11, 12
	CTC	Tape 5B, p. 18; Tape 6A, p. 19; Tape 6B p. 20; Tape 7A, pp. 22, 23; Tape 7B, pp. 25, 26, 27; Tape 8A, pp. 29, 30; Tape 8B, pp. 32, 33
	SRA TPG Tests	1, 2, 3, 4, 5, 6
	PWSee(A)	4, 7, 8, 16, 20, 21, 24, 25, 32, 33, 36, 37, 48, 62, 63, 70, 71, 82, 84, 88, 92
	Tar	10-17, 27-29, 39-40

FTalkAlph I	Lesson	Record	Card	Master
	1	1	1	1,2
	2	2	2	3,4
	3	3	3	5,6
	4	4	4	7,8
	5	5	5	9,10
	6	6	6	11,12
	7	7	7	13,14
	8	8	8	15,16

•	Think	I, Tapes L.A. 5-19

•059

	Lesson	Record	Card	Master
FTalkAlph I	9	9	9	17,18
	10	10	10	19,20
	11	11	11	21,22
	12	12	12	23,24
	13	13	13	25,26
	14	14	14	27,28
	18	18	18	35,36
	19	19	19	37
	20	20	20	38
	30	30	30	48
	31	31	31	49,50
	32	32	32	51
	33	33	33	52,53
	34	34	34	54
	35	35	35	55,56
	36	36	36	57
	37	13	13	
		37	37	
	38	12	12	
		38	38	
	39	10	10	
		39	39	
	40	6	6	
		38	38	
	41	37	37	
		39	39	
	42	30	30	
		40	40	
FTalkAlph II	1	1,2	1	1,2
	2	3,4	2	3
	3	5,6	3	4
	4	7,8	4	5

PIFn(1) pp. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 59, 60

PIFn(2) pp. 4, 5, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22

•060

Given X pictures and picture names with listed common elements, the student supplies an initial consonant or blend to form a new word.

- BRsk 18, 19 (Streamliner)
- GWEP(3) 7, 10, 19, 22

SRA Ia Gold 1-20 Learn About Words
SRA Ia Aqua 1-20 Learn About Words
SRA Ia Purple 1-20 Learn About Words
SRA Ia Orange 1-20 Learn About Words
RSkP(2) 3, 4
RSkP(3) 7
WTRW p. 6, 11, 12, 13

•061

Given X consonants and X word parts, the student writes the consonant to complete the word.

SRA IIa	Tan 3C, 8C, 13C
SRA IIa	Brown C 3, 8, 13
SRA IIa	Tan D 2, 7, 12
SRA IIa	Brown D 2, 7, 12
• SRA Ic	Aqua Learn About Words, 1-12
• SRA Ic	Purple 5, 20
CTC	Tape 15B, pp. 67, 76
SRA IIIa	Orange D 1, 2, 4, 6, 7, 9, 11, 12, 14
Clu	Tape 1A Mag. 1, pp. 4-7
	Tape 1B Mag. 1, pp. 8-11
	Tape 2A Mag. 1, pp. 12-15
New Look	p. 22
• Think	I, Tapes L.A. 5-19

062

Given an incomplete sentence and X words which vary only in the final consonant, the student selects the word to complete the sentence.

Clu	Tape 2B, Mag. 1 pp. 18-21
	Tape 3A, Mag. 1 pp. 22-25
	Tape 3A (Middle) Mag. 1, pp. 26-27
	Tape 3B, Mag. 1 pp. 28-31
	Tape 3B (Middle) Mag. 1, pp. 32-33
R.P.PRO.	Unit 2 Lessons 2, 4, 6

•063

Given X pictures with a key consonant in the initial or final position and X words, the student marks the word or picture containing the key consonant.

PaceR	Tape 2, Tape 3, Tape 4
ARP(A)	(B) Tape 5A1, pp. 37,38; Tape 5A2 pp. 39,40; Tape 5B1 pp. 41,42; Tape 6A2 pp. 47,48
ARP(A)	(Y) Tape 6B1, 49,50; Tape 6B2 51,52; Tape 7B1, 57,58; Tape 7B2 59,60
ARP(A)	(S) Tape 8A1 61,62; Tape 8B2 67,68; Tape 9A1 69,70; Tape 9A2 71,72
ARP(A)	(N) Tape 10A1 77,78; Tape 10A2 79,80; Tape 10B1 81,82; Tape 10B2 83,84
ARP(A)	(Q) Tape 11A2 87,88; Tape 11B1 89,90; Tape 11B2 91,92; Tape 12B1 97,98
ARP(A)	(G) Tape 12B2 99,100; Tape 13A1 101-102
ARP(1)	Tapes 1A1 to 4B2 pp. 5-35
ARP(2)	Tapes 1A1 to 2B2 pp. 4-19
MLP-Comp.	Lesson 4, 13, 14, 15, 17, 28, 40, 52, 53, 67, 79
TarY	Tape 3, p. 3; Tape 4, p. 4; Tape 5, p. 5; Tape 6, p. 6; Tape 7, p. 7; Tape 8, p. 8; Tape 9, p. 9; Tape 10, p. 10
Phwu(B)	47, 49, 52, 54, 57, 61
R.P.PRO.	Unit 2 Lessons 1, 3, 5
• NPhwu(B)	12, 13, 14

•064

Given a picture word or a word he can read, the student names (and writes) another word with the same initial or final consonant.

	Phwu(E)	1
•	Phwu(LGK)	Spin a Sound, Bingobang
	SL Games(B)	Fat Cat
	SRA IIa	Tan C 2, 7, 12
	SRA IIa	Brown C 2, 7, 12
•	NPhwu(E)	1
•	PATTR I	Vr6, 9
•	Think	I, Tapes L.A. 5-19

•065

Given pictures of objects beginning with "c" or "g", the student matches pairs with the same hard or soft sounds.

•	Phwu(LGK)	Spin Hard, Spin Soft
	Phwu(B)	32, 33
•	NPhwu(C)	13, 14, 15
•	Think	I, Unit 10, 11, Tapes L.A. 29, 30, 31

•066

Given pictures of objects that have a "c" or "g" sound the student indicates whether the sound is hard or soft.

•	GWEP(5)	35, 36, 37, 38
•	NPhwu(C)	13, 14
	PIFn(2)	pp. 87, 89, 91
	ARP(2)	Tape 2A2, pp. 14, 15
	Phwu(D)	50, 51, 93 (hard and soft g) 48, 49, 93 (hard and soft c)
	LAS	Tape 4B, pp. 33, 34
•	NPhwu(D)	6, 7, 8, 9, 10
•	Think	I, Unit 10, 11, Tapes L.A. 29, 30, 31

•067

Given an incomplete sentence and X hard and soft "c" and "g" words, the student selects the appropriate word to complete the sentence.

•	Ph Wrk(B)	66
	RSkP(2)	5
•	GWEP(5)	33, 34, 39, 40, 45, 46
	BRsk(Spaceship)	6 (middle section)
	PIFn(2)	pp. 88, 90
	ARP	2A2, pp. 14, 15
•	NPhwu(E)	2, 3
•	Think	I, Tapes L.A. 29, 30, 31

RM: 17

068

Given generalizations for hard "c" and "g" word practice, and a dictated list of "c" and "g" words, the student writes them.

Prgm.Phon. II	11-23
SRA IIIa	Silver D 4, 9, 14
SRA IIc	Brown C 5, 10, 15
MWDr.Sp.	12, 13
LAS	Tape 4A, pp. 31, 32; Tape 4B, pp. 33, 34

074

Given a dictated word containing an initial consonant group and X other words, the student marks words containing the same initial consonant.

TarR	Tape 25, p.25; Tape 26, p.26; Tape 33, p.33; Tape 34, p.34
Criterion	Level 3 34.8-1, 34.8
TarY	Tape 22, p. 22; Tape 23, p. 23; Tape 24, p.24; Tape 25, p. 25; Tape 26, p. 26; Tape 27, p.27; Tape 28, p. 28; Tape 29, p. 29; Tape 30, p.30
ARP(1)	Tape 9A1, pp. 68, 69 (ch); Tape 9A2, pp. 70,71(sh); Tape 9B1, pp. 72, 73 (th); Tape 9B2, pp. 74,75(wh)
R.P.PRO.	Unit I Lessons 1, 3, 5, 7, 9

•075

Given X pictures with their names, the student marks the initial blends in each word.

•	MR Launch	(Sounds Easy) 8 p. 1, 10 p. 1, 11 p. 1, 12 p. 1, 13 p. 1, 15 p. 1, 17 p. 1, 19 p. 1
•	MR Challenge	(Sounds Easy) 1 p. 1, 2 p. 1, 4 p. 1, 5 p. 1
	MR Search	(Sounds Easy) 2 p. 1, 3 p. 1, 6 p. 1, 7 p. 1
•	Think	I, Unit 7, 8, 9, Tapes L.A. 21-24 (blends)

•076

Given X riddles, the student selects a word containing X blend to answer the riddle.

•	Ph Wrk(B)	74, 77
	Phwu(D)	18
	VOv	Tape 12b, p. 50; Tape 19b, p. 83
	RSkP(3)	13 (top)
•	BRsk	33 (Streamliner)
•	MR Launch	19 p. 1 (Nutty Rhymes)
•	MR Challenge	2 p. 1 (Riddles)
	MR Search	7 p. 1, 15 p. 1 (Riddles)
•	NPhwu(E)	10
•	Think	I, Units 7, 8, 9, Tapes L.A. 21-24 (blends)

•077

Given a picture, X consonant blends and a common element, the student makes words to name the picture.

• GWEP(3)	p. 74, 78, 82
• GWEP(5)	p. 4, 5, 6
• Think	I, Unit 7, 8, 9, Tapes L.A. 21-24 (blends)

•078

Given an incomplete sentence and X words using consonant blends in X position, the student selects a word to correctly complete the sentence.

• GWEP(3)	75, 79, 83
ARP(1)	Tape 10A1, pp. 76-77; Tape 10A2 pp. 78-79; Tape 10B1, pp. 80-81
ARP(2)	Tape 7A1, pp. 52-53; Tape 7A2 pp. 54-55; Tape 7B1, pp. 56-57; Tape 7B2 pp. 58-59; Tape 8A1, pp. 60-61; Tape 8A2 pp. 62-63; Tape 8B2, pp. 66-67
ARP(3)	Tape 4B1, pp. 32-33
ARP(5)	Tape 1A1, pp. 4-5
• B1-Sounds (B)	15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 28, 29
MR Reach	9 p. 1, 11 p. 1 (top)
Phwu(D)	14
Phwu(F)	5
Phwu(G)	5
SRA IIa	Tan 3, 8, 13 (E)
SRA IIa	Brown 3, 8, 13 (E)
SRA IIb	Tan 3, 8, 13 (E)
SRA IIc	Red C 4, 9, 14
PIFn(1)	pp. 143, 147, 151
PIFn(2)	pp. 71, 74
Clu	Mag. 1 pp. 56-57
R.P.PRO.	Unit 1 Lessons 12, 14, 16, 18, 20, 22 Unit 2 Lessons 8, 10, 12, 14, 16
• NPhwu(D)	p. 24
• NPhwu(E)	p. 6
• NPhwu(F)	p. 6
• Think	I, Unit 7, 8, 9, Tapes L.A. 21-24 (blends)

•079

Given a sentence containing an incomplete word and consonant blends in X position, the student chooses a blend to correctly complete the word and the sentence.

SRA IIc	Brown C 1, 5, 6, 10, 11
SRA IIc	Orange C 1, 4, 6, 9, 11, 14
SRA IIc	Tan C 5, 10, 15

•079

	SRA IIc (Power Builder)	Olive C 4, 9, 14
	SRA IIc	Red C 1, 6, 11
	SRA IIb (Power Builder)	Red C 1, 6, 11
	SRA IIb	Gold C 4, 9, 14
	Phwu(B)	79
	Phwu(C)	26, 29, 30, 34
	Phwu(D)	7, 8, 10, 11, 13, 16, 17
	Phwu(E)	10, 11, 12
	Phwu(F)	4
	Phwu(G)	4
•	Ph Wrk(B)	83, 84, 85
	RSkP(3)	Bottom 12
•	Bl-Sounds(C)	Unit 14-18
•	MR Challenge	17 p. 1, 19 p. 1
•	MR Search	16 p. 1, 18 p. 1
	MR Reach	2 p. 1, 3 p. 1
•	NPhwu(D)	p. 20, 21, 22, 23
•	NPhwu(G)	6, 7, 8, 9, 10
•	Think	I, Unit 7, 8, 9, Tapes L.A. 21-24, 36, 40

•080

Given a word and X consonant combinations, the student forms a new word by substituting a consonant combination at the a) initial b) medial c) or final position of the word.

	Phwu(C)	37, 38, 41, 43, 46
	Phwu(E)	7, 10, 13, 17
	Phwu(F)	3, 6, 7, 10
	RSkP(3)	13, 17
	SRA IIIb	Blue Power Builder (D) 3, 7, 11, 15
	SRA IIIb	Rose Power Builder (D) 2, 6, 10, 14
•	BRsk (Streamliner)	27, 28, 36
	SRA IIIa	Blue C 3, 8, 13
	SRA IIIa	Blue D 4, 9, 14
	SRA IIIa	Silver D 1, 2, 3, 6, 7, 8, 11, 12, 13
	SRA IIIa	Olive D 2, 7, 12
	SRA IIIa	Olive E 1, 3, 6, 8, 11, 13
	Phwu(B)	80
	Phwu(D)	21
	Phwu(G)	6, 10
•	MR Launch	Skill Ex. p.1 Change A Word 8,10,11,12,13,15,17
•	MR Challenge	Skill Ex. p.1 Change A Word 1,2,4,5,8,9,11
	MR Search	Skill Ex. p.1 Change A Word 2,3,6,9
•	NPhwu(E)	11,12
•	NPhwu(F)	11,12
•	NPhwu(G)	11,12
•	Think	I, Unit 7, 8, 9, 15, Tapes L.A. 21-24, 36, 40

•082

Given X words containing initial, medial, or final consonant digraphs, the student marks the digraph according to the position of the digraph within the word.

• Ph Wrk(B)	164, 165, 174
• Ph Wrk(C)	94, 96, 97
Phwu(F)	9
Phwu(G)	9
RSkP(2)	12
RSkP(3)	13
• NPhwu(E)	4, 5
• NPhwu(F)	4, 5
SRA IIc	Red C 5, 10, 15
SRA IIa	Gold C 5, 10, 15
WTRW	6 (bottom), 10
SRA IIIa	Olive D 3, 8, 13
SRA IIIa	Orange D 5, 10, 15
• ConR	42, 43, 44
• Think	I, Unit 13, 15, Tape L.A. 36

083

Given X words containing consonant blends or digraphs in X position, and a picture, the student selects the word that names the picture.

DmPh	pp. 27-54
GWEP(4)	p. 6, 8
PIFn(1)	pp. 146, 150
PIFn(2)	pp. 70, 73
Clu	Tape 7A Mag. 1 pp. 60-65

•084

Given X dictated words and X listed words with consonant blends or digraphs in X position, the student marks the words that have the same consonant blends/digraphs.

RO	Tape A/8 p. A/8
TarR	Tape 9, p. 9; Tape 10, p. 10
Clu	Tape 6B Mag. 1 pp. 56-57
• GWEP(3)	pp. 66-87
ARP(2)	Tape 7A1, pp. 52, 53 (ch); Tape 7A2, pp.54,55 (sh); Tape 7B1, pp. 56, 57 (th); Tape 7B2, pp.58,59 (wh)
ARP(1)	Tape 9A1, pp. 68, 69 (ch); Tape 9A2, pp.70,71 (sh); Tape 9B1, pp. 72, 73 (th); Tape 9B2, pp.74,75 (wh)
R.P.PRO.	Unit 1 Lessons 11, 13, 15, 17, 19, 21 Unit 2 Lessons 7, 9, 11, 13, 15
• Ph Wrk(A)	241, 242, 243, 244
• Ph Wrk(B)	74, 75, 76, 78, 80, 81, 82

•084

•	Ph Wrk(C)	44
	Phwu(B)	66, 67, 68, 69, 70, 71, 72
	Phwu(C)	25, 27, 32
	Phwu(D)	10, 12
	RSkP(2)	9, 10
	RSkP(1)	38
•	GWEP(3)	72, 73, 76, 77, 80, 81, 85, 87
	Be BR(A)	56
	Be BR(B)	61, 62
	Be BR(C)	21
	BRsk (Rocket)	6 (top) 7 (top) 8 (top)
	RO	Tape B/20, p. B/20; Tape B/22, p. B/22
•	Think	I, Units 13, 15, Tape L.A. 36

•085

Given a picture and X initial or final digraphs, the student marks/writes the digraph that begins or ends the picture word.

	RO	Tape B/20, p. B/20
•	Ph Wrk(A)	250
	Phwu(B)	73, 75, 77
	Phwu(C)	39, 42 (top)
	RSkP(2)	11
	CTC	85, 86, 87, 88, 89
	RSkP(1)	25, 26
	Phwu(D)	23
	Try	41
	PaceR	15
	MLP-Comp.	Tape 4; Lesson 19; pp. 75,76,77,78,79
	CTC	Tape 18A 79; Tape 18B 80-81; Tape 19A 82; Tape 19B 83
	PIFn(1)	pp. 140, 141, 142, 144, 145, 149, 155, 157, 158
	PIFn(2)	pp. 69, 72, 75, 80, 81, 82, 84, 85
	ARP(1)	Tape 9A1 pp. 68-69; Tape 9A2 pp. 70-71; Tape 9B1 pp. 72-73; Tape 9B2 pp. 74-75
	ARP(2)	Tape 7A1 pp. 52-53; Tape 7A2 pp. 54-55; Tape 7B1 pp. 56-57; Tape 7B2 pp. 58-59
	ARP(3)	Tape 4A1 pp. 28-29; Tape 4A2 pp. 30-31
	Prgm.Ph.I	Tape 2B, Lessons 11, 12; 56,57,58,59,60,61
	Criterion	34 - 6.1
•	NPhwu(B)	41
•	NPhwu(C)	24
•	NPhwu(D)	11, 12, 13, 14
•	Think	I, Units 13, 15, Tape L.A. 36

•086

Given a picture and X words containing initial final consonant digraphs/blends, the student marks the word that contains the same digraph/blend as the picture.

	MWDr.Sp.	27 (top)
	DmPh	27, 28, 29, 30
•	Ph Wrk(A)	251
	PIFn(1)	pp. 156, 159
	PIFn(2)	p. 82
	TarR	Tape 7 p. 7; Tape 8 p. 8; Tape 35 p. 35; Tape 36 p. 36; Tape 37 p. 37
	RO	Tape A/6 p. A/6
	PaceR	Tape 14
	Clu	Tape 6A Mag. 1 pp. 52-55
•	Think	I, Unit 13, 15, Tapes L.A. 21-24, 36

•087

Given a word containing the consonant digraph ch, the student indicates the ch sound required.

	Phwu(E)	15
	Phwu(F)	9
	Phwu(G)	9
	SRA IIIa	Blue C 4, 9, 14
	SRA IIIa	Brown E 3, 8, 13
	SRA IIc	Brown C 7, 12
•	NPhwu(G)	p. 4
•	Think	I, Unit 13, 15, Tape L.A. 36

•088

Given an incomplete sentence and a choice of X words containing initial or final digraphs, the student selects a word to complete the sentence.

•	Ph Wrk(B)	165, 166, 175
•	Ph Wrk(C)	95, 96, 98, 99
	Phwu(B)	74, 76
	Phwu(C)	40, 42
	Phwu(D)	22, 25
	Phwu(E)	14, 16
	Phwu(F)	8
	Phwu(G)	7, 8
	MWDr.Sp.	33 (top)
•	BL-Sounds (B)	21, 22, 23, 24, 25, 26
•	BL-Sounds (C)	14, 15, 16, 17
	PIFn(1)	p. 160
	Clu	Tape 7A Mag. 1 pp. 66-67; Tape 7B Mag. 1 pp. 68-71 Mag. 7 pp. 72-73
	SRA IIa	Orange C 1, 11

•088

SRA IIb	Orange C 5, 10, 15
SRA IIb	Red 14c
SRA IIc	Brown 14c
SRA IIc	Red C 5, 10, 15
ARP(7)	Tape 1A1, pp. 4, 5

•089

Given a sentence containing words with consonant digraphs and blends, the student marks the consonant combinations.

Phwu(D)	90
LAW	2 (bottom)
MR Search	9, p. 1
RSkP(3)	11
SRA IIc	Tan (D) 4, 5, 9, 10, 14, 15
SRA IIc	Red D 3, 8, 13
SRA IIc	Tan E 1, 6, 11
SRA IIc	Brown C 1, 6, 11
SRA IIc	Brown E 1, 6, 11
SRA IIb	Orange D 3, 8, 13
	Orange C 4, 9, 14
• NPhwu(F)	11
• Think	I, Unit 13, 15, Tapes L.A. 21-24, 36

•098

Given an incomplete rhyme and X words, the student selects the word to complete the rhyme.

• MR Launch	1 p. 1, 5 p. 2, 10 p. 2, 13 p. 2, 19 p. 1 (Nutty Rhymes)
RSkP(1)	41, 42, 59, 60
• GWEP(3)	61, 64
RSkP(2)	32, 44 (middle)
Phwu(B)	44, 45
• NPhwu(B)	p. 54
• PATTR I	L-6
• Think	I, Tapes. L.A. 50-51

•099

Given a picture and X words containing common elements, the student marks the word that names the picture.

• GWEP(3)	31, 34, 40, 43, 49, 61, 64
BRsk(Speedboat)	78
HTRW	12 (top)
CTC	Tape 9A34 p. 49; Tape 12B p. 54; Tape 14B p. 62; Tape 17A p. 72; Tape 20B pp. 90, 91
DmPh	55-67, 68-76, 77-81

100

Given a common element, the student selects an initial consonant blend to form a real word.

GWEP(4)	p. 12, 13, 14
SRA IIa	Tan E 2, 7, 12
SRA IIa	Red C 4, 9, 14
SRA IIa	Brown E 2, 7, 12
SRA IIb	Brown C 4, 9, 14
SRA IIc	Tan C 4, 9, 14

•101

Given X common elements and consonants, the student combines them to fit a context.

• BL-Sounds (A)	47, 48, 49, 50
• BL-Sounds (B)	13-14
• BRsk	18, 19 (Streamliner)
• GWEP(3)	17, 25
• NPhwu(A)	30, 31, 46, 47, 48, 61, 62, 63, 76, 77, 78, 89, 90, 92
CTC	Tape 9A p. 35; Tape 12A pp. 51, 52; Tape 13A p. 56; Tape 13B p. 58; Tape 15A p. 64; Tape 15B p. 66; Tape 18B p. 81; Tape 19B p. 84

•102

Given a list of common elements and a list of words or sentences, the student underlines the listed elements.

On The Move 20-21

- [ ] Select a 300 word sample from any book you are reading and list all the common elements you find there. Use a list supplied by your teacher.
- S.E.O.

•106

Given words or sentences, the student marks the short vowel words.

• Ph Wrk(C)	16, 34
SRA IIIa	Orange C 1, 6, 11
SRA IIIa	Silver C 1, 6, 11
SRA IIIa	Olive C 1, 6, 11
SRA IIIa	Blue C 1, 6, 11
SRA IIc	Tan C 1, 6, 11

•106

	Clu	Mag. 1, p. 36 (Tape 4A) Mag. 1, p. 40 (Tape 4B)
	Try	56, 57, 76, 77
	ARP(1)	Tape 5A1, pp. 36-37; Tape 5A2 pp. 38,39
	ARP(2)	Tape 3A1, pp. 20, 21; Tape 3A2 pp. 22,23
	ARP(4)	Tape 1B1, pp. 8, 9
	ARP(5)	Tape 1A2 pp. 6, 7
•	Think	I, Unit 2, 3, 4, Tapes L.A. 7, 8, 11, 12

•107

Given a picture representing a short vowel sound and a list of words, the student marks the word that names the picture.

•	Ph Wrk(A)	117,121,128,129,132,13[illegible]43,148,153
•	Ph Wrk(B)	15,19,31,32,33,34,36,37
•	Ph Wrk(C)	15,19
•	GWEP(3)	31,34,40,43,49
	GWEP(4)	20,23,25,29,32,34
	DmPh	55,56,57,58,59,60,61,62,63,64,65,66,67
	TarY	Tape 13 p. 13; Tape 14 p. 14; Tape 15 p. 15; Tape 16 p. 16
•	Think	I, Unit 2, 3, 4, Tapes L.A. 7, 8, 11, 12

•108

Given X pictures and a key vowel, the student marks the pictures using the key vowel sound.

•	Ph Wrk(A)	113, 123, 127, 131, 141, 151, 161, 175
•	Ph Wrk(C)	15
	MWDr.Sp.	5
•	GWEP(3)	29, 32, 38, 41, 47
	GWEP(4)	19, 22, 28, 31
	VOV	Tape 4A p. 17; Tape 5A p. 20; Tape 6A p. 25; Tape 7A p. 28; Tape 8A p. 31
	RU	Tape A/12 p. A/12
	PWSee(A)	10, 11, 27, 41
	Try	61, 66
	PIFn(1)	p. 62,63,69,70,76,77,83,84,90,91,97,98,104,105, 111,112,118,119,125,126,152
	PIFn(2)	p. 24,28,32,36,40,47,51,55,58,62
	MLP(L-2)	pp. 31-37
	ARP(1)	Tape 5A1 pp. 36,37; Tape 5A2 pp. 38,39; Tape 5B1 pp. 40,41; Tape 5B2 pp. 42,43
	ARP(2)	Tape 3A1 pp. 20,21; Tape 3A2 pp. 22,23
•	Think	I, Unit 2, 3, 4, Tapes L.A. 7, 8, 11, 12, 15, 19, 23

•109

Given a single syllable word containing a short vowel, the student substitutes another vowel and writes the word correctly.

• Ph Wrk(A)	137, 138, 155
• Ph Wrk(B)	28, 40
• Ph Wrk(C)	21, 25, 30
Phwu(E)	47
Phwu(F)	26
Phwu(G)	26
• NPhwu(C)	p. 47
• Think	I, Unit 2, 3, 4, Tapes L.A. 15, 19, 23

110

Given a dictated short vowel sound and X written word, the student identifies the words containing the same vowel sound.

PaceR	Tape 5, Tape 6
RO	Tape A/11, p. A/11
ARP(1)	Tape 5A1, pp. 36,37; Tape 5A2, pp. 38,39; Tape 5B1, pp. 40,41; Tape 5B2, pp. 42,43; Tape 6A1, pp. 44,45; Tape 6A2, pp. 46,47
ARP(2)	Tape 3A1, pp. 20,21; Tape 3A2, pp. 22,23; Tape 3B1, pp. 24,25
ARP(3)	Tape 2A1, pp. 12,13; Tape 2A2, pp. 14,15
PIFN(1)	p. 116
R.P.PRO.	Unit 3 Lessons 1, 3, 5

•111

Given a riddle and X words, the student writes the required short/long vowel word that answers the riddle.

• Ph Wrk(B)	26, 44
Phwu(C)	67, 82, 91, 96
Phwu(D)	27, 29, 31, 33
• NPhwu(C)	p. 31, 33, 36
• NPhwu(D)	p. 32, 35, 37, 38, 39, 40
• Think	I, Unit 2, 3, 4, Tapes L.A. 7, 8, 11, 12, 15

112

Given an incomplete sentence and X words varying only in short vowel, the student selects the one to complete the sentence.

Clu	Tape 4A Mag. 1, pp. 34-37 Tape 4B Mag. 1, pp. 38-41 Tape 4B (Middle) Mag. 1, pp. 42-43
R.P.PRO.	Unit 3 Lessons 2, 4

•113

Given a picture and X long/short vowel words, the student marks the word that represents the picture.

•	Ph Wrk(A)	165,166,167,169,180,181,182,183,205,207,219
	DmPh	68,69,70,71,72,73,74,75,76,77
	PWSee(B)	2,3,5
	TarR	Tape 31 p. 31; Tape 32, p. 32
	PIFn(1)	pp. 64,71,78,85,92,99,106,113,120,127,153
	PIFn(2)	pp. 25,29,33,37,41,48,52,56,59,63,79
•	Think	I, Unit 2, 3, 4, Tapes L.A. 7, 8, 11, 12, 15

•114

Given X words containing long vowels, the student marks each long vowel.

	Phwu(F)	25, 27, 28, 30, 31, 33, 34, 36, 37, 39, 40
	Phwu(G)	25, 27, 28, 30, 31, 33, 34, 36, 37, 39, 40
	SRA IIIa	Orange C 2, 7, 12
	SRA IIIa	Silver C 2, 7, 12
	SRA IIIa	Olive C 2, 7, 12
	SRA IIIa	Blue C 5, 10, 15
	SRA IIc	Tan C 2, 7, 12
•	NPhwu(F)	p. 17-20
•	NPhwu(G)	p. 17-20
•	Think	I, Unit 2, 3, 4, Tapes L.A. 5, 6, 13, 17, 18, 21, 22

•115

Given X words, the student marks the words containing long vowel sounds.

•	Ph Wrk(A)	168, 204, 218
	RSkP(3)	16 (part c)
	SRA IIa	Red C 3, 8, 13
	SRA IIb	Green C 1-12
	SRA IIb	Red C 1, 5, 9
	SRA IIb	Tan C 1, 5, 9
	SRA IIb	Gold C 1, 5
	SRA IIb	Rose C 1, 5, 9
•	MR Launch	1 p. 2; 2 p. 2
•	MR Challenge	2 p. 2; 6 p. 1
	MR Search	1 p. 1
	RO	Tape B/26 p. B/26
	PaceR	Tape 5, Tape 6
	TarR	Tape 21, p. 31; Tape 32, p. 32
	SRA-TPG	25, 26, 27, 28, 29, 30, 31, 33, 34
	SRA IIIa	Olive E 5, 10, 15
	SRA IIc	Tan C 3, 8, 13
	SRA IIc	Red C 1, 6, 11
•	Think	I, Unit 2, 3, 4, Tapes L.A. 5, 6, 13, 17

.115

TarY	Tape 17, p. 17; Tape 18, p. 18; Tape 19, p. 19; Tape 20, p. 20
ARP(1)	Tape 6B1 pp. 48-49; Tape 6B2 pp. 50-51
ARP(2)	Tape 4A1 pp. 28-29
ARP(4)	Tape 1B2 pp. 10, 11; Tape 2A1 pp. 12-13
R.P.PRO.	Unit 3 Lessons 7, 9, 11, 13

.116

Given a sentence containing an incomplete word and a choice of vowels, the student selects the appropriate vowel sound to complete the word.

• BL-Sounds (B)	33, 36, 41, 45, 47, 48, 49
SRA IIc	Brown D 2, 7, 12
• Think	It Unit 2, 3, 4

117

Given a consonant or blend and X choice of endings, the student marks an ending containing the short vowel sound.

SRA TPG (Tests)	25, 26, 27, 28, 33, 34

118

Given a dictated word and X words with vowels missing, the student writes the single missing vowel letter in the word.

SRA TPG (Tests)	7, 10
ARP(4)	Tape 1B1, pp. 8, 9; Tape 1B2, pp. 10, 11; Tape 2A1, pp. 12, 13
ARP(5)	Tape 1A2, pp. 6, 7
PIFn(1)	pp. 100, 107, 114, 121, 128
PIFn(2)	pp. 30, 34, 38, 42, 49, 53, 57, 60, 64

.119

Given a picture representing a short/long vowel word the student indicates the vowel letter heard in the picture/word.

MWDr.Sp.	23, 24
• Ph Wrk(A)	111,112,139,161,173,174,175,187,188,189,191, 199,201,213,215,229,233
Phwu(A)	111,112
Phwu(C)	49,51,54,56,60,62,64
Phwu(E)	29,30

•119

•	GWEP(3)	30,33,35,36,39,42,44,45,48,50,51,53,54,55,56, 57,59,60,62,63,65
	GWEP(4)	18,40,41
•	ConR	58
	PWSee(A)	28,42,43
	SRA-TPG	Tests 7, 10
	VOV	Tape 4B p. 18; Tape 5B p. 21; Tape 6B p. 26; Tape 7B p. 29; Tape 8B p. 32; Tape 9A p. 34
	PIFn(2)	68
	New Look	23
•	Think	I, Unit 2, 3, 4

•120

Given an incomplete sentence and X long vowel words, the student selects a word to complete the sentence.

	ARP(1)	Tape 5A1, pp. 36, 37; Tape 5A2, pp. 38, 39; Tape 5B1, pp. 40, 41; Tape 5B2, pp. 42, 43; Tape 6A1, pp. 44, 45; Tape 6A2, pp. 46, 47
•	Ph Wrk(A)	171, 172, 185, 186, 197, 198, 212, 224
•	Ph Wrk(B)	45, 46, 47, 51, 52, 53, 55, 57, 61
	ARP(2)	Tape 3A1 pp. 20, 21; Tape 3A2 pp. 22, 23; Tape 3B1 pp. 24, 25
	ARP(3)	Tape 2A1 pp. 12, 13; Tape 2A2 pp. 14, 15
	VOV	p. 23
•	Ph Wrk(C)	36
	Phwu(C)	69, 70, 71, 72, 73, 74, 76
	Phwu(D)	26, 30, 32, 36
	Phwu(E)	31, 34, 36, 37, 41, 43, 49
	GWEP(4)	21, 24, 26, 27, 30, 33, 35, 36, 39
	PIFn(1)	pp. 68, 75, 82, 89, 96, 103, 110, 117, 124, 131, 134
	PIFn(2)	pp. 50, 54, 61, 65, 76
	R.P.PRO.	Unit 3 Lessons 6, 8, 10, 12, 14
•	NPhwu(E)	17, 18, 19, 20
•	Think	I, Unit 2, 3, 4

121

Given an initial consonant and choice of endings, the student marks an ending containing the long vowel sound.

SRA TPG Tests	29, 30, 31, 33, 34

•122

Given a sentence the student marks all the words or letter combinations with specified vowel sounds.

• Ph Wrk(B)	48, 56
• Ph Wrk(C)	32
Phwu(C)	92
• MR Launch	20, p. 1
• MR Challenge	11, p. 2
MR Search	20, p. 1
• Think	I, Unit 2, 3, 4

•123

Given X vowel pattern words, and an incomplete sentence, the student completes the sentence with the appropriate vowel pattern word.

• BL-Sounds (B)	31, 32, 35, 40, 43, 44
• BL-Sounds (C)	10-13, 19-21
Try	56-57, 62, 67, 71, 76-77, 81, 86, 87, 91, 96
• Ph Wrk(A)	116, 125, 145, 150, 157
PIFn(1)	66, 73, 80, 87, 94, 101, 108, 115, 122, 129, 132, 154
PIFn(2)	86
• Think	I, Unit 2, 3, 4

128

Given X words, the student marks all vowels in each word.

LAS	Tape 12A pp. 63, 64, 65
New Look	p. 50

•129

Given a picture representing a vowel combination and X words, the student indicates the word that matches the picture.

• GWEP(5)	51, 52, 53, 54, 58, 59, 60
• Ph Wrk(B)	137, 147, 151
MWDr.Sp.	30
DmPh	77, 78, 79, 80, 81
PWSee(B)	49, 50, 63, 64, 83, 84, 85, 86, 87, 88
VOV	77
TarR	Tape 38, p. 38
TarY	Tape 33, p. 33; Tape 34, p. 34; Tape 35, p. 35; Tape 36, p. 36; Tape 37, p. 37; Tape 38, p. 38
• NPhwu(C)	p. 61, 62, 63
• Think	I, Units 13, 14, Tapes L.A. 38, 39, 44, 45, 59, 60, 71-73, 78, 79

•130

Given X key vowel combination words and a list of vowel combination words, the student matches the words according to the sound of the vowel combination.

	Phwu(E)	75
	Phwu(F)	50, 52, 57, 58
	Phwu(G)	58
•	Ph Wrk(C)	87
•	MR Launch	14, p. 1
	MR Reach	4 p. 1; 13 p. 1; 15 p. 1 (Sounds Easy)
	SRA IIIa	Brown C 5, 10, 15
	SRA IIIa	Brown D 4, 9, 14
	SRA IIIa	Olive C 5, 10, 14, 15
	SRA IIIa	Olive D 4, 9, 14
	SRA IIIa	Olive E 4, 9, 14
	SRA IIIa	Blue D 2, 3, 7, 8, 12, 13
	SRA IIIa	Silver E 1, 2, 3, 6, 7, 8, 11, 12, 13
	PIFn(2)	p. 133
	PIFn(2)	pp. 122, 124, 126, 128, 131, 135, 137 (top)
	R.P.PRO.	Unit 4 Lesson 1
•	NPhwu(E)	34-36-42
•	NPhwu(F)	42-48-49
•	Think	I, Units 13, 14, Tapes L.A. 38-39, 44, 45, 59, 60, 71-73, 78, 79

•131

Given X key vowel combinations, an incomplete sentence and X incomplete words, the student uses a vowel to complete the words and sentences.

	Phwu(F)	54
	Phwu(G)	54
	LAS	Tape 8B, p. 49
	JMag	6A
•	MR Launch	16 p. 2; 19 p. 2
	MR Reach	18 p. 1 (top)
	MR Search	19 p. 1
•	MR Challenge	18 p. 1
•	NPhwu(G)	50-51
•	NPhwu(F)	50-51
•	Think	I, Units 13, 14, Tapes L.A. 38, 39, 44, 45, 59, 60, 71-73, 78, 79

•132

Given X words, sentences or stories containing vowel combinations, the student marks the specified vowel combination words.

• Ph Wrk(B)	150, 152
Phwu(D)	58
• SRA Ic	Green D 4, 5, 9, 10, 14, 15, 20
• SRA Ic	Red D 1, 5, 10, 14, 15, 20
• SRA Ic	Red E 1, 6, 11, 16
SRA IIa	Olive C 2, 3, 7, 8, 12, 13
SRA IIb	Gold C 8, 11
SRA IIc	Brown C 3, 8, 13
SRA IIc	Red C 3, 8, 13
SRA IIc	Orange C 3, 8, 13, 2, 7, 12
New Look	pp. 27, 29, 30
• Think	I, Units 33-34, Tapes L.A. 38, 39, 44, 45, 59, 60, 71, 72, 73, 78, 79

•133 3

Given an incomplete sentence and X written or dictated vowel combination words, the student selects a word to complete the sentence.

MWDr.Sp.	29
• Ph Wrk(B)	133,134,137,138,139,141,142,144,145,146, 149,151,153,154,155,156,158,159
Phwu(C)	82, 83, 87, 88
• Ph Wrk(C)	87
LAS	Tape 5B pp. 37,38; Tape 6A pp. 39,40; Tape 8A pp. 47,48
ARP(1)	Tape 7A2 pp. 54, 55; Tape 7B1 pp. 56, 57; Tape 7B2 pp. 58, 59; Tape 8A2 pp. 62, 63; Tape 8B1 pp. 64, 65; Tape 8B2 pp. 66, 67
ARP(2)	Tape 5A1 pp. 36, 37; Tape 5A2 pp. 38, 39; Tape 5B1 pp. 40, 41; Tape 5B2 pp. 42, 43; Tape 4A2 pp. 30, 31; Tape 4B1 pp. 32, 33; Tape 4B2 pp. 34, 35
ARP(3)	Tape 3A1 pp. 20, 21; Tape 3A2 pp. 22, 23; Tape 3B1 pp. 16, 17; Tape 3B2 pp. 18, 19; Tape 2A1 pp. 12, 13
VOV	Tape 16A pp. 68, 69; Tape 16B pp. 70, 71; Tape 17A pp. 72, 73; Tape 17B p. 75
R.P.PRO.	Unit 4 Lesson 2
New Look	pp. 28, 31, 32
• Think	I, Unit 33, Tapes L.A. 38, 39, 44, 45, 59, 60, 71, 72, 73, 78, 79

•133

Given an incomplete sentence and X written or dictated vowel combination words, the student selects a word to complete the sentence.

Phwu(D)	44, 45, 59, 61, 92
Phwu(E)	52, 53, 54, 76, 77, 80, 81
Phwu(G)	51, 57, 60
• GWEP(5)	55, 56, 57, 60, 61, 62, 63
• GWEP(6)	15, 16, 19, 20, 21, 22
ARP(4)	Tape 2B1, pp. 16, 17; Tape 2B2 pp. 18, 19; Tape 3A1, pp. 20, 21; Tape 3A2 pp. 22, 23
ARP(5)	Tape 2A2 pp. 14, 15
ARP(6)	Tape 2A1 pp. 12, 13; Tape 2A2 pp. 14, 15; Tape 1B1 pp. 10, 11
ARP(7)	Tape 1B1 pp. 8, 9; Tape 1B2 pp. 10, 11

134

Given X vowel combinations orally, the student writes the vowel combination that he hears.

Prgm.Phon.II	29, 30, 31, 32, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47
PaceR	Tape 9, Tape 13

•135

Given a list of vowel combination words, the student pronounces them.

• ConR	71, 73, 74
LMast(5)	180-196
PIFn(2)	p. 140
ARP(1)	Tape 8A2 pp. 60, 61
ARP(2)	Tape 5A1 pp. 36, 37
ARP(5)	Tape 2A2 pp. 14, 15

•142

Given X words, the student marks the silent consonants in each word.

Phwu(D)	81
Phwu(E)	24, 25
Phwu(F)	17, 18
Phwu(G)	17, 18
RSkP(2)	15, 16
MWDr.Sp.	33, 63

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•	ConR	95, 96, 97
•	NPhwu(C)	22, 23
•	NPhwu(E)	12
	NPhwu(G)	11, 12
	PaceR	Tape 19
	RO	Tape A/14, p. A/14
	SAW	Tape 4B p. 30, 31
•	BL-Sounds (C)	C 32
	Lk. up L.	24, 25, 28, 29 (bottom)
•	MR Challenge	18 p. 1 (bottom)
•	MR Launch	7 p. 2 (top), 18 p. 2 (bottom)
	MR Search	7 p. 1 (bottom)
	SRA IIIa	Olive D 5, 10, 15
	SRA IIc	Gold C 3, 8, 13
	ARP(4)	Tape 1A2 pp. 6, 7
•	Think	I, Tapes L.A. 74, 76

•143

Given X words, the student marks the silent vowels in each word.

•	SRA Ic	Green D 1, 6, 11, 16
	SRA IIa	Orange C 3, 8, 13
	SRA IIa	Orange E 1, 2, 3, 6, 7, 8, 11, 12, 13
	SRA IIa	Silver C 3, 8, 13
•	Think	I, Tapes L.A. 13, 22, 25, 26, 38

•144

Given an incomplete sentence and X words, the student selects a word with a silent consonant to complete the sentence.

	Phwu(F)	17, 18
	Phwu(G)	17, 18
•	Ph Wrk(B)	167, 168, 171, 172, 173
	MWDr.Sp.	32
•	MR Search	16 p. 2
•	MR Challenge	15 p. 2
•	SRA Ic	Red E 5, 10, 15, 20
	SRA IIa	Olive C 5, 10, 15
	SRA IIa	Green C 3, 8, 13
	SRA IIc	Orange C 5, 10, 15
•	BL-Sounds (C)	C 33, D 20
	ARP(4)	Tape 1A2 pp. 5, 6
	PIFn(2)	pp. 141 (bottom); 143 (bottom); 142, 144
	Clu	Mag. 2 Lesson 19a pp. 64-67
		Mag. 2 Lesson 19b pp. 68-73
•	Think	Tapes L.A. 74, 76

152

Given a dictated/picture controlled vowel word and X written words, the student marks the word that contains the same vowel sound he hears.

RO	Tape B/23, p. B/23
PWSee(B)	72, 73
PIFn(2)	pp. 97, 98

•153

Given a list of words containing controlled vowels and a key word, the student indicates whether the words have the same sound of the controlled vowel as the key word.

RO	Tape B/18 p. B/18
Phwu(E)	63, 64, 65, 66, 67
Phwu(F)	75, 76, 79, 80
Phwu(G)	75, 76, 79, 80
• Ph Wrk(B)	90
SRA IIIa	Orange C 4, 5, 9, 10, 14, 15
SRA IIIa	Silver C 4, 5, 9, 10, 14, 15
SRA IIIa	Olive C 4, 9
SRA IIIa	Blue C 2, 7, 12
SRA IIIa	Blue D 5, 10, 15
ARP(2)	Tape 6A1 pp. 44, 45; Tape 6A2 pp. 46, 47
R.P.PRO.	Unit 4 Lessons 3, 5
• NPhwu(E)	29, 30
• NPhwu(D)	43, 44
• NPhwu(G)	29, 30, 31, 32

•154

Given a word containing a controlled vowel, the student marks the controlled vowel.

• Ph Wrk(C)	50, 52
• SRA Ic	Red E 4, 9, 14, 19
SRA IIa	Olive C 1, 6, 11
SRA IIa	Gold 2, 7, 12
• GWEP (5)	20-32
• NPhwu(G)	33
• NPhwu(D)	41
• NPhwu(F)	29

RM: 36

•155

Given an incomplete sentence and a word which can be changed by introducing r, l, or w, to change the vowel sound, the student inserts the letter to make a word which completes the sentence.

	Phwu(D)	57
	Phwu(F)	76
	Phwu(G)	7
	RSkP(3)	21
•	NPhwu(D)	62
•	NPhwu(G)	45, 46

•156

Given an incomplete sentence and a list of controlled vowel words, the student selects an appropriate word to complete the sentence.

	Phwu(D)	54, 91
	Phwu(E)	61, 62, 67, 68
	Phwu(F)	75, 82
	Phwu(G)	78
•	Ph Wrk(B)	86, 88
•	Ph Wrk(C)	51
•	GWEP(5)	20, 21, 23, 24, 25, 26, 27, 28, 29
•	GWEP(6)	14
	LAS	Tape 2A pp. 22, 23; Tape 2B pp. 24, 25; Tape 3A pp. 26, 27; Tape 3B pp. 28; Tape 8A p. 47
	ARP(2)	Tape 6A1 pp. 44, 45; Tape 6A2 pp. 46, 47; Tape 6B1 pp. 48, 49; Tape 6B2 pp. 50, 51
	ARP(3)	Tape 3B1 pp. 24, 25; Tape 3B2 pp. 26, 27
	ARP(4)	Tape 2A2 pp. 14, 15
	ARP(5)	Tape 2A1, pp. 12, 13
•	MR Launch	9 p. 1
	MR Search	5 p. 1
	SRA IIc	Red C 2, 7, 12
	SRA IIc	Orange C 1, 6, 11
	PIFn(2)	pp. 93, 95, 99
	R.P.PRO.	Unit 4 Lessons 4, 6

•157

Given a list of words with controlled vowels, the student pronounces them.

•	ConR	76
	LMast(6)	201-211

RM: 37

•158

Given a picture (or word orally) that has a controlled vowel sound, the student writes the vowel and the controller.

Phwu(D)	55
• Ph Wrk(B)	90, 92
MWDr.Sp.	31 (bottom)
Prgm.Phon.II	6-10
LAS	p. 30
SAW	p. 2
PIFn(2)	pp. 92, 94, 96

161

Given an incomplete sentence and X irregular vowel words, the student selects a word to complete the sentence.

ARP(4)	Tape 3A1, pp. 20,21; Tape 3A2, pp. 22,23
LAS	pp. 11, 12, 13
LAS	Tape 7A p. 43; Tape 6B p. 42; Tape 7B pp. 45,46,50
VOV	Tape 17B p. 74
PIFn(2)	pp. 123,125,127,129,132,136,137 (bottom)
PIFn(2)	pp. 130,134,138,139

•165

Given a picture or a dictated word, the student indicates the number of syllables in the word.

• Ph Wrk(C)	40, 43, 102, 139
Phwu(D)	67
Phwu(E)	27, 28
• GWEP(5)	96, 97, 98, 102, 103, 104, 107, 108, 109
LAS	Tape 13A p. 69,70; Tape 13B p. 71; Tape 14A p. 74,75; Tape 14B p. 76,77,78; Tape 15A p. 79,80; Tape 15B p. 81,82; Tape 16A p. 84,85; Tape 16B p. 86,87; Tape 17A p. 89,91
SAW	Tape 6B p. 40,41
TarB	Tape 33, p. 33
RO	Tape A/13, p. A/13
RO	Tape C/37, p. C/37
RO	Tape C/38, p. C/38
ARP(5)	Tape 1B1 pp. 8, 9 Tape 1B2 pp. 10, 11
• NPhwu(E)	91
• NPhwu(G)	91
• NPhwu(F)	91
• Think	I, Unit 12, 24, Tape L.A. 33

RM: 38

•166

Given a list of beginning syllables and a list of ending syllables, the student matches the syllables to make a word.

•	Ph Wrk(B)	63
•	Ph Wrk(C)	57
	SRA Word Games	Test 39, 40, 41
•	NPhwu(C)	91
•	Think	I, Unit 12, Tape L.A. 33

•167

Given an X syllable word, the student indicates the number of syllables in the word.

	Phwu(C)	41, 42, 43, 54, 55, 56, 90, 91, 92, 101
	Phwu(D)	68, 69, 77
	Phwu(E)	91
	Phwu(F)	21
	Phwu(G)	21, 66, 86
•	GWEP(5)	99, 100, 101
•	GWEP(6)	51, 52, 53
	MWDr.Sp.	51
	JMag	7A #II
	ReBR(A)	79
•	MR Launch	6 p. 2
	MR Reach	1 p. 2, 10 p. 2, 14 p. 1, 17 p. 2
	MR Search	1 p. 2, 9 p. 2, 15 p. 1
•	MR Challenge	3 p. 2, 11 p. 2, 18 p. 2 (Word Breakers)
	R Dev. (A)	Getting Ready B (Work) 301, 302, 304
	TAC A	p. 65-66
•	Think	I, Unit 12, Tape L.A. 33

•168

Given a word of X syllables, the student divides the word into syllables according to the a) vc/cv b) v/cv c) vc/v d) -le generalization.

•	ConR	107, 110, 112
	Phwu(E)	92
	MWDr.Sp.	53
•	GWEP(5)	107, 108, 109, 111, 112, 113, 114, 116, 117, 119, 120, 121
	LAW	1, 2, 3, 4
	Phwu(D)	71, 72, 73, 74, 75
	Phwu(C)	121, 122, 123, 124, 134, 135, 142, 143, 145
	LAS	92
	SAW	42, 43
	TarB	Tape 28 p. 28; Tape 34 p. 34; Tape 35 p. 35; Tape 36 p. 36; Tape 37 p. 37

RM: 39

•168

	RO	Tape C/37 p. C/37; Tape C/38 p. C/38; Tape C/39 p. C/39
	JMag	10A #11
	Be BR (A)	80, 121, 122, 123, 140
	Be BR (B)	83, 84, 85, 86, 87, 102
	Be BR (C)	52, 74, 75, 100
	SRA IIIa	Green C 4, 5, 9, 10, 14, 15
	SRA IIIa	Red D 3, 4, 8, 9, 13, 14
	SRA IIIa	Blue E 3, 4, 8, 9, 13, 14
	SRA IIIa	Brown E 4, 5, 9, 10, 14, 15
•	GWEP(6)	pp. 54, 55, 56, 60
	New Look	p. 51
•	MR Launch	8 p. 2; 19 p. 2; 20 p. 2
	MR Search	12 p. 2
	SRA IIa	Orange D 3, 4, 5, 8, 9, 10, 13, 14, 15
	SRA IIa	Olive D 3, 8, 13
	SRA IIa	Gold D 1, 6, 11
	SRA IIa	Olive D 4, 9, 14
•	SRA Ic	Tan C 1, 2, 4, 6, 7, 9, 11, 12, 14, 16, 17, 19
•	SRA Ic	Gold D 5, 10, 15, 20
	SRA Ic	Gold E 5, 10, 15, 20
	SRA IIc	Brown D 3, 4, 5, 8, 9, 10, 13, 14, 15
	SRA IIc	Red D 1, 6, 11 Orange D 3, 8, 13
	On The Move	22-23
	New Look	pp. 10-13

•169

Given an incomplete sentence and a choice of X words, the student a) selects a word to complete the sentence b) divides the word into syllables c) marks the vowel sound heard in designated syllables.

	Phwu(D)	70, 79, 80
	Phwu(E)	91, 93
	Phwu(G)	91
•	Ph Wrk(C)	103, 127, 133, 137, 145
•	GWEP(5)	115, 118, 122, 123, 124
•	GWEP(6)	57, 58, 59
	ARP(2)	Tape 11B1 p. 88, 89; Tape 11B2 p. 90, 91
	ARP(3)	Tape 7B1 p. 56, 57; Tape 7B2 p. 58, 59
	ARP(4)	Tape 4A1 p. 28, 29; Tape 4A2 p. 30, 31; Tape 4B1 p. 32, 33; Tape 4B2 p. 34, 35
	ARP(5)	Tape 1B1 p. 8, 9; Tape 1A2 p. 6, 7; Tape 1B2 p. 10, 11; Tape 2A1 p. 12, 13
	ARP(6)	Tape 1B1 p. 8, 9
	ARP(7)	Tape 1B1 p. 8, 9; Tape 1B2 p. 10, 11
	ARP(8)	Tape 1A1 p. 4, 5; Tape 1A2 p. 6, 7
	LAS	83, 88, 90
•	BL-Sounds	C 35-45 (All pages)
•	BL-Sounds	D 22-34 (All pages)
•	Think	I, Tape L.A. 33

RM: 40

•174

Given a sentence containing gh - ph words, the student marks the sound heard in the digraph.

PIFn(2)	p. 141 (top) 143 (top)
Phwu(D)	24
Phwu(F)	12
Phwu(G)	12
Phwu(E)	19
SRA IIIa	Brown C 4, 9, 14
• NPhwu(E)	11, 12
• NPhwu(F)	11
• NPhwu(G)	11
• Think	I, Tape L.A. 36

•175

Given X variant consonant words, the student indicates the sound the consonants make.

• SRA Ic	Green D 3, 8, 13, 18
• SRA Ic	Red D 1, 6, 11, 16
SRA IIa	Gold D 2, 7, 12 C 15
SRA IIa	Green E 5, 10, 15
SRA IIa	Orange C 7, 12
Lk up L.	22, 23
• BL-Sounds (C)	34
• BL-Sounds (D)	18
Be BR(B)	42
SRA IIIa	Orange E 4, 9, 14
SRA IIIa	Silver E 5, 10, 15
SRA IIc	Brown C 2, 4, 9
SRA IIc	Gold C 1, 6, 11
SRA IIc	Tan D 3, 8, 13
SRA IIc	Red D 2, 7, 12
On The Move	26, 27, 28
• Think	I, Tape L.A. 52-53

•176

Given an incomplete sentence and X words containing X variant letter combinations, the student completes the sentence by writing in the appropriate word.

Phwu(D)	46, 66
Phwu(F)	11
Phwu(E)	18, 90
RSkP(2)	8
• NPhwu(F)	58
• NPhwu(E)	50, 51, 58
• NPhwu(G)	56, 57
• NPhwu(D)	63, 65

181

Given a dictated word or syllable and X listed words or syllables, the student selects the dictated one.

Prgm.Phon. I	Lesson 13 p. 62, Tape 2B
Prgm.Phon. I	Lesson 14 p. 64, Tape 2B
Prgm.Phon. I	Lesson 15 p. 66, Tape 2B
Prgm.Phon. I	Lesson 16 p. 68, Tape 3A
Prgm.Phon. I	Lesson 17 p. 70, Tape 3A
R.P.PRO.	Unit 5 Lesson 2, 3, 4 (Advanced)

•182

Given a word containing a vowel combination, the student writes X real words that rhyme with it.

- Ph Wrk(B) 155
  [ ] Write rhyming words for these words _____ _____
  _____ _____ _____ _____
  _____ _____ _____ _____
- PATTR I L-6
- Think I, Tape L.A. 33-54

•184

Given a picture representing a vowel combination word, the student writes the word.

- ConR 72
  LAS Tape 5B p. 37; Tape 6B p. 41

•186

Given a base word and an ending, the student spells correctly the word with the ending added.

•	SRA Ic	Brown D 3, 8, 13, 18
•	SRA Ic	Green D 2, 7, 12, 17
•	SRA Ic	Blue D 4, 9, 14, 19
•	SRA Ic	Tan D 2, 7, 12, 17
•	SRA Ic	Gold E 2, 3, 8, 13
•	SRA Ic	Gold D 8, 10, 13, 15, 18
•	Ph Wrk(C)	61, 63, 65
•	Ph Wrk(B)	96, 98, 99, 101, 104, 105, 106, 108, 109, 110 (bottom), 111, 115, 116, 119, 121
	GWEP(4)	67, 70, 72, 75, 77
•	GWEP(5)	68, 69, 70, 73
	LAS	Tape 10A p. 56; Tape 10B p. 57; Tape 11A p. 59-60; Tape 11B p. 61
	MWDr.Sp.	36, 37, 38
•	MR Launch	3 p. 2; 6 p. 2; 10 p. 2; 15 p. 2 (Spell to Speed)
•	MR Challenge	1 p. 2; 6 p. 2; 13 p. 2; 16 p. 2; 15 p. 1; 17 p. 2; 20 p. 2 (Spell to Speed)
	R.P.PRO.	Unit 5 Lesson 5
	VOV	Tape 3B p. 14; Tape 10A p. 39: Tape 10B p. 41; Tape 15A p. 62; Tape 15B p. 64
	MR Search	3 p. 2; 7 p. 2; 11 p. 2; 14 p. 2; 15 p. 2 (Spell to Speed)
	MR Reach	1 p. 2; 9 p. 2; 11 p. 1; 13 p. 2 (Spell to Speed)
	SRA IIa	Olive E 3, 8, 13
	SRA IIa	Orange E 2, 7, 12
	SRA IIa	Gold E 2, 3, 7, 8, 12, 13
	SRA IIIb	Blue E 5, 9, 13
	SRA IIIb	Rose E 3, 7, 11, 15
	SRA IIIa	Silver D 5, 10, 15
	SRA IIIa	Brown D 2, 7, 12
	SRA IIIa	Olive E 2, 7, 12
	SRA IIIa	Blue E 5, 10, 15
	PIFn(2)	pp. 104, 109, 111, 115
	Clu	Mag. 1 pp. 48-49
•	Think	I, Tape L.A. 54-55

187

Given a grid of four squares and a model, the student correctly copies the model to form upper and lower case letters.

Look and Write EdL - All

•192

Given X compound words, the student divides the compound word into the two word parts.

	MWDr.Sp.	45, 46, 47
•	ConR	98, 100
•	GWEP (5)	80, 81, 83, 84
•	Ph Wrk(B)	42, 64
•	Ph Wrk(C)	39, 118, 119
	RO	Tape C/29, p. C/29
	JMag	7A-1
	TarB	Tape 5, p. 5
	LAS	Tape 12B, p. 67
•	SRA Ic	Gold E 9, 14, 19
	SRA IIb	Gold C 6, 9
	SRA IIb	Aqua D 3, 7, 11
	SRA IIb	Purple C 4, 8, 12
	Be BR (A)	21 (top)
	Be BR (B)	15 (top)
	SRA IIIa	Orange D 3, 8, 13
	PIFn(2)	pp. 44, 66
	New Look	p. 48 (top)
	TAC A	p. 47, 49
	TAC B	p. 36
•	Think	I, Unit 4, 5

•193

Given a compound word in two parts, the student puts the two together to form one word.

	SRA TPG	Test 24
	LAW	11
•	Ph Wrk(B)	62, 63
	Phwu(C)	47, 48
	Phwu(E)	26
•	GWEP(5)	81, 84
	TarB	Tape 6, p. 6
	LAS	Tape 12B, p. 66
•	SRA Ic	Gold E4
	SRA IIa	Olive E 5, 10, 15
	SRA IIb	Green D2
	SRA IIb	Tan C2

•193

SRA IIb	Orange D 2, 6, 10
SRA IIb	Olive C 1, 5, 9
SRA IIc	Gold C 2, 7, 12
SRA IIc	Orange D 5, 10, 15
SRA IIIa	Olive D 1, 6, 11
WPacer(F)	F2 Blue
WPacer(F)	F2 Orange
Be BR(A)	21 (bottom)
Be BR(B)	15 (bottom)
PIFn(2)	pp. 45, 67
TAC I	Card 6 front part B
● MR Launch	7 p. 2 (bottom)
● MR Challenge	8 p. 2 (bottom)
MR Search	14 p. 1(bottom); 15 p. 2; 20 p. 1
MR Reach	2 p.2; 11 p.2; 16 p.2; 18 p.2 (Make a Word)
R.P.PRO.	Unit 5 Lesson 1
New Look	p. 48 (bottom)
● Think	I, Unit 4, 5

•194

Given X incomplete sentences and X compound words, the student completes the sentence with the appropriate word.

● BL-Sounds (B)	37, 38
Try	63, 64, 82, 93
●Think	I, Unit 4, 5

•197

Given a contraction, the student writes the two words that make up the contraction.

● Ph Wrk(B)	124 (bottom), 125, 126, 128
● Ph Wrk(C)	147, 148 (top), 149
MWDr.Sp.	96
LAW	9, 10
RO	Tape C/29, p. C/29
TarB	Tape 30 p. 30
ARP(3)	Tape 6B1, pp. 48, 49; Tape 6B2, pp. 50, 51
SRA IIa	Gold E 5, 10, 15
SRA IIb	Purple C 3, 7, 11
WPacer	I 1 Blue
WPacer	I 1 Orange
● MR Launch	17 p. 2 (bottom)
SRA IIIa	Brown E 2, 7, 12
SRA IIc	Red E 5, 10, 15
R.P.PRO.	Unit 8 Lessons 2, 3, 5, 8
● Think	I, Unit 3, 4

•198

Given two words, the student makes a contraction.

•	Ph Wrk(B)	123, 124 (top), 126, 128
	LAW	10, Learning About Words, Instructions p. 9
	MWDr.Sp.	96
	RO	Tape C/29, p. C/29
	TarB	Tape 29 p. 29
	WPacer	I 1 Blue
	WPacer	I 1 Green
•	MR Challenge	5 p. 2; 9 p. 1
	MR Search	5 p. 2 (bottom)
	MR Reach	2 p. 2; 14 p. 2 (bottom)
	SRA IIa	Orange E 5, 10, 15
	SRA IIa	Silver E 4, 9, 14
	SRA IIc	Brown E 5, 10, 15
	PIFn(2)	pp. 117, 118, 119, 120, 121
	R.P.PRO.	Unit 8 Lessons 1, 4, 6, 7, 9
•	Think	I, Unit 3, 4

•204

Given a list of root words and X prefixes, the student forms a word by adding a prefix to the root word.

•	ConR	118, 121, 124, 127
•	Ph Wrk(B)	179, 180
	Be BR(A)	138
	Be BR(B)	82
	Be BR(C)	98
•	MR Challenge	12 p. 2 (top)
	SRA IIa	Green D 5, 10, 15
	SRA IIa	Aqua E 2, 7, 12
	SRA IIa	Silver E 5, 10, 15
	SRA IIb	Orange C 1, 5, 9
	SRA IIb	Olive D 2, 6, 10
	WPacer	G Green
	WPacer	G1-G7, Blue
	WPacer	G1-G7, Orange
	SRA IIIa	Brown C 3, 8, 13
	SRA IIIa	Tan C 2, 5, 8, 11, 14
	SRA IIIa	Gold C 2, 5, 8, 11, 14
	SRA IIIa	Green D 2, 7, 12
	SRA IIc	Blue D 2, 3, 5, 7
	SRA IIc	8, 10, 12, 13
	Des.F.Gd.Rdg(A)	p. 158-159 Exercise 2
	Des.F.Gd.Rdg(B)	p. 161-167 Exercise 5; p. 162-167 Exercise 7; p. 163-167 Exercise 9
	Des.F.Gd.Rdg.(C)	p. 156-162 Exercise 5; p. 157-162 Exercise 7; p. 159-162 Exercise 9
	AFRImp(2)	93-95 A
•	NPhwu(D)	76
•	NPhwu(F)	80-81-82
•	NPhwu(G)	80-81-82
•	Think	I, Tapes L.A. 86, 87

RM: 46

•205

Given a sentence with a word missing and a choice of prefixed and non prefixed words, the student selects a word to complete the sentence.

• ConR	117 (bottom), 120 (top)
• Ph Wrk(B)	176-181
Phwu(D)	64
Phwu(E)	84, 85
Phwu(F)	67, 68
Phwu(G)	67, 68
WPacer	G, Green
WPacer	G1-G7, Blue
WPacer	G1-G7, Orange
PIFn(2)	pp. 148, 149
• GWEP(6)	31, 32, 33, 34, 36, 37, 38, 39, 40
GWEP(7)	14
ARP(5)	Tape 3A1, pp. 20, 21; Tape 3A2 pp. 22, 23
ARP(8)	Tape 1B2, pp. 10, 11
ARP(6)	Tape 2B1, pp. 16, 17
Des.F.Gd.Rdg.(B)	p. 161-162 Exercise 6; p. 162-163 Exercise 8; p. 163-164 Exercise 10
Des.F.Gd.Rdg.(C)	p. 157-158 Exercise 8; p. 159 Exercise 10
• Think	I, Tapes L.A. 86, 87

•206

Given X key prefixes along with their meanings and X sentences containing an affixed word, the student marks the correct meaning of the word used in the sentence.

• GWEP(6)	29, 35
GWEP(7)	15, 25
*RATT I	Green 4, 14
*RATT I	Orange 4, 5, 9, 19, 20
*RATT I	Red 2, 4, 5, 15, 19, 20
*RATT I	Purple 1, 4, 8, 11, 18
*RATT I	Brown 1, 10, 12
*RATT I	Blue 1, 4, 6, 18
RATT II	Blue 12, 18
RATT II	Green 1, 7, 13, 19
RATT II	Maroon 7, 13, 19
RATT II	Violet 4, 10, 16
RATT II	Orange 9, 12, 18
RATT II	Gray 5, 11, 17
SRA IIIa	Red C 1, 2, 3, 6, 8, 9, 11, 13, 14
SRA IIIa	Aqua C 2, 5, 8, 11, 14
SRA IIIa	Green D 1, 6, 11
SRA IIc	Orange E 4, 9, 14
TarG	Tape 33 p. 33
TAC I	Card 9 Back; Card 10 Back Exercise 14
TarO	Tape 19 p. 19; Tape 20 p. 20; Tape 21 p. 21; Tape 22 p. 22
*RATT	Ques 9 & 10 on skill cards
• Think	I, Tapes L.A. 86, 87

RM: 47

207

Given a sentence containing a phrase that can be replaced by a prefixed word, the student completes the sentence with an appropriate affixed or prefixed word.

PIFn(2)	p. 147
TG	34, 36, 37, 38

•208

Given a list of written or dictated words, an incomplete sentence and prefixes the student marks the prefix in each word or completes the sentence with an appropriate prefix.

MWDr.Sp.	65
• ConR	114
• GWEP(6)	29
TarB	Tape 15 p. 15; Tape 16 p. 16; Tape 17 p. 17; Tape 18 p. 18
RO	Tape C/35 p. C/35; Tape C/34 p. C/34; Tape C/36 p. C/36
SAW	Tape 1A p. 14; Tape 1B p. 16; Tape 2A p. 18; Tape 2B p. 20
SRA IIc	Blue C 3, 5, 8, 10, 13, 15
SRA IIc	Gold D 5, 10, 15
TarG	Tape 25 p. 25; Tape 31 p. 31; Tape 32 p. 32
• Think	I, Tapes L.A. 86, 87

• 209

Given a list of words or sentences, the student marks all prefixes.

- [ ] Cut out a newspaper column of at least 4 inches and circle all the prefixes found in the column.
- [ ] Circle all prefixes in a 300 word passage you select and tell the meaning of 1/2 of them in a conference with the teacher.
- [ ] Circle 4 prefixes you find in reading material you use and look up the meanings in a dictionary. Write the best meaning for the way it is used.
- S.E.O.

•212

Given a suffix and a list of root words, the student forms a new word by adding a suffix to the root word.

• SRA Ic	Gold C 3, 4, 14, 19
• SRA Ic	Gold D 2, 3, 8, 9, 13, 14, 18, 19
SRA IIa	Blue D 4, 9, 14
SRA IIa	Blue E 3, 8, 13
SRA IIa	Silver D 4, 9, 14

•212

SRA IIa	Rose C 8, 12
SRA IIb	Orange C 2, 6, 10
WPacer	H, Green
WPacer	H1-H5, Blue
WPacer	H1-H5, Orange
• Ph Wrk(B)	109, 110, 111, 114, 115
SAW	Tape 3A p. 24; Tape 3B p. 25
Be BR(B)	82 (bottom)
Be BR(C)	99
ARP(8)	Tape 2A1, pp. 12, 13; Tape 2A2, pp. 14, 15
RO	Tape C/36, p. C/36
SRA IIIa	Green C 3, 8, 13
SRA IIIa	Tan C 6, 12
SRA IIIa	Gold C 3, 6, 9, 12, 15
SRA IIIa	Aqua C 3, 6, 9, 12, 15
R.P.PRO.	Unit 7 Lessons 1, 3, 13
Des.F.Gd.Rdg(A)	p. 157-158 Exercise 1
Des.F.Gd.Rdg(B)	p. 167-168 Exercise 11
Des.F.Gd.Rdg(C)	p. 162-163 Exercise 11
• NPhwu(D)	73, 74
• NPhwu(G)	83, 84, 85, 86, 87, 88, 89, 90
TarO	Tape 27, p. 27; Tape 28, p. 28; Tape 29, p. 29
• Think	I, Tapes L.A. 86, 87

•213

Given a list of words or sentences containing suffixes, the student marks the suffixes.

MWDr.Sp.	68
• ConR	130, 133, 137, 141
• Ph Wrk(C)	68
Phwu(D)	52, 62, 63
Phwu(E)	87, 88, 89, 109
Phwu(F)	69, 70
Phwu(G)	69
WPacer	H, Green
WPacer	H1-H5, Blue
WPacer	H1-H5, Orange
Be BR(A)	62 (bottom)
• MR Challenge	16 p. 2 (top)
MR Reach	18 p. 2 (top)
RO	Tape C/34 1-7, 8-15, p. C/34 Tape C/36 1-5, 11-15, p. C/36
TarB	Tape 19, p. 19; Tape 20 p. 20; Tape 21, p. 21; Tape 22, p. 22
TarG	Tape 35, p. 35
R.P.PRO.	Unit 7 Lessons 2, 4
• Think	I, Tapes L.A. 86-87

214

Given a suffixed word, the student marks the meaning of the word.

*RATT I	Blue 5, 9, 12, 16, 19
*RATT I	Red 7, 9, 13, 17
*RATT I	Orange 1, 6, 10, 12, 14
*RATT I	Brown 5, 6, 7, 9, 14, 16, 18
*RATT I	Green 1, 7, 8, 10, 11, 15, 16, 20
*RATT I	Purple 6, 7, 13, 15, 17
RATT II	Gray 2, 8, 14, 20
RATT II	Green 4, 10, 16
RATT II	Maroon 4, 10, 16
RATT II	Violet 1, 7, 13, 19
RATT II	Blue 3, 9, 15
RATT II	Orange 3, 6, 15
SRA IIIa	Red C 2, 7, 12
SRA IIIa	Red D 5, 10, 15
SRA IIIa	Tan C 3, 9, 15
SRA IIIa	Brown D 3, 8, 13
*RATT	Ques 9 & 10 on skill cards

•215

Given an incomplete sentence and a root word with different suffixes, the student selects the suffix to complete the sentence.

• GWEP(6)	43, 47, 49
WPacer	H, Green
WPacer	H1-H5, Blue
WPacer	H1-H5, Orange
SRA IIc	Blue C 2, 7, 12
SRA IIc	Brown E 2, 3, 4, 7, 8, 9, 12, 13, 14
SRA IIc	Tan E 1, 4, 5, 6, 9, 10, 11, 14, 15
SRA IIc	Red E 1, 2, 3, 6, 7, 8, 11, 12, 13
TAC I	Card 7 Front Exercise 4
TAC I	Card 7 Back
ARP(5)	Tape 3B1, pp. 24, 25
ARP(3)	Tape 9B2, pp. 74-75
ARP(8)	Tape 2A1, pp. 12-13
SAW	Tape 2B, pp. 21, 22
TAC A	pp. 44-45
TAC B	pp. 34-35
• Think	I, Tapes L.A. 86-87

216

Given X suffixes and X root words, the student will add a suffix to a root word and write a sentence using the new word.

Des.F.Gd.Rdg(B)	p. 168 Exercise 12
Des.F.Gd.Rdg(C)	p. 163 Exercise 12

217

Given a sentence containing a Y suffixed word, the student marks/writes the correct spelling of the word.

SRA IIa	Gold E 4, 9, 14
SRA IIc	Brown E 1, 6, 11
SRA IIc	Red E 4, 9, 14
SRA IIc	Orange E 3, 8, 13

•220

Given a root word and X possible affixes, the student marks the ending that makes a real word.

	SRA TPG	Tests 20, 21, 22, 23
•	Ph Wrk(B)	98, 112
•	Ph Wrk(C)	59, 60, 65
•	ConR	118, 121, 124
	MWDr.Sp.	39, 40, 41, 42, 44
	Phwu(E)	58, 109
	Phwu(F)	71
	Phwu(G)	63
•	SRA Ic	Orange 1A-20A
•	GWEP(5)	69
	MWTRW	24 (top)
	New Look	p. 14
•	Think	I, Tapes L.A. 86-87

•221

Given an affixed word, the student writes the root, prefix and/or suffix.

	WPacer(F)	F, Green
	WPacer(F)	F1-F8, Orange
	WPacer(F)	F1-F8, Blue
	New Look	pp. 16-20
	LAW	6, 7, 8
•	Ph Wrk(A)	238
•	Ph Wrk(B)	98, 109, 113
•	Ph Wrk(C)	59 (bottom), 60 (bottom), 61 (bottom), 106, 108, 111, 62, 63, 64
	Phwu(D)	65
	Phwu(E)	110, 111
	Phwu(F)	64, 73, 74
	Phwu(G)	71, 73, 74
•	ConR	139, 143
	MWDr.Sp.	69
	RSkP(3)	29a
•	MR Launch	17 p. 2 (top); 20 p. 2 (top)
•	MR Challenge	14 p. 2 (top); 17 p. 2 (bottom); 18 p. 2; 20 p. 2 (top)

•221

	MR Search	15 p. 2 (bottom); 17 p. 2 (top); 18 p. 2 (top); 20 p. 2 (top)
	MR Reach	6 p. 1 (bottom); 8 p. 2 (top); 19 p. 2 (top)
•	SRA Ic	Blue D 3, 8, 13, 18
	SRA IIc	Silver D 3, 4, 5, 8, 9, 10, 13, 14, 15
	SRA IIIb	Red C 1, 4
	SRA IIIb	Brown E 3, 7, 15
	SRA IIIb	Green E 1, 5, 9, 13
	SRA IIIa	Green C 1, 6, 11
	SRA IIIa	Gold C 1, 4, 7, 10, 13
	SRA IIIa	Red D 1, 6, 11
	PIFn(1)	pp. 136, 137, 138, 139
	TarG	Tape 27 p. 27; Tape 28 p. 28; Tape 29 p. 29; Tape 30 p. 30; Tape 38 p. 38
	AFRImp(Book 3)	pp. 94, 95, 96
	TAC I	Card 8 Front
	TAC I	Card 8 Back
	TAC I	Card 9 Front
	TAC I	Card 10 Exercise 15
	TAC I	Card 10 Back
	R.P.PRO	Unit 7 Lessons 5, 10, 14, 15
	TarO	Tape 25 p. 25; Tape 30 p. 30
•	Think	I, Tapes L.A. 86-87

•222

Given an inflected word, the student writes the base or root word.

	MR Reach	3 p. 2 (bottom)
	SRA IIb	Silver D 1, 5, 9
	SRA IIb	Blue D 3, 8, 13, 18
•	Ph Wrk(C)	67
•	Ph Wrk(B)	98, 107 (bottom) 111 (bottom) 113, 122
	RO	Tape C/31, p. C/31; Tape C/32, p. C/32
	SRA IIa	Gold E 6, 11
	LAW	p. 19 (bottom)
	R.P.PRO.	Unit 7 Lessons 5, 15
	TarO	Tape 23 p. 23; Tape 24 p. 24; Tape 26, p. 26

223

Given X affixed words, the student identifies the root from the words and uses it to complete an unfinished word.

	SRA IIIa	Tan C 1, 4, 7, 10, 13
	SRA IIIa	Aqua C 1, 4, 7, 10, 13
	SRA IIIb	Red C 10, 13, 16

•224

Given an incomplete sentence and X words which are presented with and without affixes, the student selects the appropriate word required by the sentence context.

ARP(1)	Tape 11B1 pp. 88, 89; Tape 11B2 pp. 90, 91; Tape 12A1 pp. 92, 93; Tape 12A2 pp. 94, 95; Tape 12B1 pp. 96, 97; Tape 12B2 pp. 98, 99; Tape 13A1 pp. 100, 101; Tape 13A2 pp. 102, 103
ARP(2)	Tape 9A2 pp. 70, 71; Tape 9B1 pp. 72, 73; Tape 9B2 pp. 73, 74; Tape 11A1 pp. 84, 85
ARP(3)	Tape 5A2 pp. 38, 39; Tape 5B1 pp. 40, 41; Tape 5B2 pp. 42, 43; Tape 7A1 pp. 52, 53; Tape 7A2 pp. 54, 55; Tape 7B1 pp. 56, 57
ARP(4)	Tape 3B1 pp. 24, 25; Tape 3B2 pp. 26, 27
ARP(5)	Tape 3A1 pp. 20, 21
ARP(7)	Tape 2A1 pp. 12, 13
ARP(8)	Tape 1B1 pp. 8, 9
RSkP(2)	41
RSkP(3)	45
GWEP(4)	65, 66, 68, 69, 71, 73, 74, 76, 78, 79, 80, 81, 82, 83, 84
• GWEP(5)	71, 72, 74, 75, 76, 77, 78, 79
• GWEP(6)	4
GWEP(7)	6, 7
• Ph Wrk(B)	97, 100, 110, 119, 120, 121
• Ph Wrk(C)	69
Phwu(C)	23
On The Move	17
VOV	Tape 2A p. 11; Tape 2B p. 12; Tape 3A p. 13; Tape 3B p. 15, 16; (66, 67)
LAS	Tape 10B p. 58; Tape 11B p. 62
Try	92, 97
• BL-Sounds (A)	30, 31, 32, 33, 34, 35, 36
• BL-Sounds (B)	11, 12, 50
• BL-Sounds (C)	29
• BL-Sounds (D)	14, 20
BRsk(Speedboat)	110
• NPhwu(C)	80, 81, 82, 83, 84
• NPhwu(D)	74
PIFn(2)	pp. 105, 106, 107, 108
R.P.PRO.	Unit 7 Lessons 6, 7, 8, 9, 11, 12, 16
• Think	I, Tapes L.A. 100-102, 115, 119, 120, 121

225

Given the dictated/written definition of an affixed word and X prefixes/suffixes, the student writes an affixed word appropriate to the definition to make a word.

T.G.	34 Problems 1, 2, 3, 4, 5 36 Problems 1, 2, 3, 4, 5, 6 37 Problems 1, 2, 3, 4, 5
AFRImp(Book 3)	pp. 88 through 91

RM: 53

•227

Given X new affixes or roots, the student states a global meaning for each.

On The Move 16, 18, 19

- S.E.O.

•230

Given X listed inflected words ending in ed, the student marks t if the ed sounds like t and d if the ending sounds like d.

Phwu(E)	59
Phwu(F)	65
Phwu(G)	65
• SRA Ic	Blue D 5, 10, 15, 20
SRA IIa	Red 8, 13
SRA IIc	Orange D 4, 9, 14
• NPhwu(G)	72, 73, 74, 75, 76, 77, 78, 79
• NPhwu(F)	72-79
• Think	I, Tape L.A. 94

•231

Given an incomplete sentence and X listed choices containing words with inflected endings, the student chooses the appropriate word to complete the sentence.

RO	Tape C/33, page C/33
Try	92, 97
ARP(5)	Tape 3A1, p. 20-21
ARP(4)	Tape 3B1, p. 24-25
• SRA Ic	Orange 1B-20B
SRA IIIa	Green C 7, 12
R.P.PRO.	Unit 6 Lessons 7, 8

•232

Given a key root word and an incomplete sentence, the student completes the sentence by adding the appropriate inflected ending.

•	SRA Ic	Green E 3, 4, 8, 9, 13, 14, 18, 19
	Phwu(C)	22, 24
	Phwu(D)	19, 20, 62
	Phwu(G)	72
•	Ph Wrk(B)	96,98,99,104,106,107,109,114,115,117,121
•	Ph Wrk(C)	61
	BRsk(Submarine)	79, 81, 82
	VOV	Tape 1A p. 9; Tape 1B p. 10; Tape 10A p. 40; Tape 10B pp. 42-43; Tape 15A p. 63; Tape 15B p. 65
	SAW	Tape 3A pp. 23-24; Tape 3B pp. 25-26
	SRA IIa	Red D 5, 10, 15
	SRA IIIa	Brown C 2, 7, 12
	SRA IIIa	Green C 2
	PIFn(2)	pp. 110, 112, 114, 116
•	Think	I, Tapes 'L.A. 94, 95

237

Given X pictures, the student marks the pictures representing plurals.

Phwu(B)	58
PIFn(1)	p. 135
PIFn(2)	p. 100

•238

Given a dictated word and X listed words, the student marks the singular or plural form of the word.

	CTC	Tape 20B pp. 90, 91, 92
•	Ph Wrk(B)	97
	GWEP(2)	88, 89
	BRsk(Speedboat)	107
•	NPhwu(B)	27, 28, 29, 55, 56, 57
•	NPhwu(C)	50, 51, 52
•	NPhwu(D)	25
	R.P.PRO.	Unit 5 Lessons 7, 8, 9
		Unit 10 Lessons 1, 2, 4, 7, 8

•239

Given a plural form of a noun, the student selects the singular.

	SRA IIa	Red E 2, 7, 12
	SRA IIa	Orange E 1, 6, 11
	LAS	Tape 10A p. 55
	SAW	Tape 13B pp. 77, 78
	RSkP(2)	33
•	SRA Ic	Blue D 1, 6, 11, 16
•	Ph Wrk(B)	112 (top), 118, 119, 120
•	GWEP(5)	70
	PIFn(2)	pp. 101, 102, 103
	ARP(4)	Tape 3B2, pp. 26, 27
•	Think	I, Tapes L.A. 54-56

•240

Given X sentences containing the plural forms of words, the student underlines the plural words and writes their singular root forms.

•	Ph Wrk(C)	71, 72, 73, 74
	RSkP(3)	27 (lower), 28
•	Think	I, Tapes L.A. 54-56

•241

Given a word in singular or plural form and alternate spellings, the student selects the right spelling for the word in the alternate (singular, plural forms)

	WPacer	I Green
	WPacer	I 3 Orange
	WPacer	I 3 Blue
	RSkP(2)	34
•	MR Challenge	7 p. 2 (bottom)
	LK up L	p. 54, 55
•	Think	I, Tapes L.A. 54-56

•242

Given an incomplete sentence and a word in plural and singular form, the student completes the sentence with the appropriate word.

	ARP(1)	Tape 11A1, pp. 84, 85; Tape 11A2, pp. 86, 87
	ARP(2)	Tape 9A1, pp. 68, 69
	ARP(3)	Tape 5A1, pp. 36, 37
	GWEP(4)	65
•	Ph Wrk(B)	112, 118, 120
•	Ph Wrk(C)	71-74
	Phwu(D)	8, 9
	Phwu(E)	78, 79
	Phwu(F)	85
	GWEP(2)	90, 91, 92, 93, 94, 95
•	GWEP(5)	71, 72
•	MR Challenge	8 p. 2 (top)
	SRA IIc	Orange E 1, 6, 11
	SRA IIc	Tan E 2, 7, 12
	R.P.PRO.	Unit 5, Lessons 10, 11
	R.P.PRO.	Unit 10, Lessons 3, 5, 6
•	Think	I, Tapes L.A. 54-56

245

Given a sentence containing a possessive, the student indicates the word.

	WPacer	I Green
	WPacer	I 2 Orange
	WPacer	I 2 Blue
	RSkP(2)	36
	R.P.PRO.	Unit 5, Lessons 14, 15

246

Given an incomplete sentence and X nouns in possessive and non-possessive form, the student selects the correct form of the noun.

	ARP(3)	Tape 6A1 pp. 44-45; Tape 6A2 pp. 46, 47
	ARP(2)	Tape 10A1 pp. 76-77; Tape 10A2 pp. 78-79
	ARP(1)	Tape 13B1 pp. 104-105
	RO	Tape C/30, p. C/30
	R.P.PRO.	Unit 5 Lessons 13, 16, 17, 18, 19, 20, 21

•247

Given a sentence containing a phrase denoting possession, the student replaces the phrase with a possessive noun.

	MR Reach	8 p. 1; 19 p. 2 (Who Owns It?)
•	SRA Ic	Blue D 2, 7, 8, 12, 17
	SRA IIc	Orange E 2, 7, 12
	ARP(2)	10A1, pp. 76, 77; 10A2 pp. 78, 79
•	Think	I, Tape L.A. 108

RM: 57

248

Given a noun, the student writes it in possessive form.

SRA IIa	Olive E 2, 7, 12
RSkP(2)	35
R.P.PRO.	Unit 5 Lesson 12

•252

Given a list of words, the student matches words with their homonyms.

MR Reach	12 p. 1 (bottom)
• MR Challenge	11 p. 1 (bottom)
MWDr.Sp.	93, 94
SRA IIIb	Red D 3, 6, 9
SRA IIIb	Red B 12
PIFn(2)	155 (top); 156 (top)
• Think	I, Unit 5, Tapes L.A. 57, 58, 81

•253

Given an incomplete sentence and a choice of a homonym pair, the student marks the word that completes the sentence.

• Ph Wrk(B)	p. 186
• Ph Wrk(C)	155, 156, 157
WPacer	E Green, Blue, Orange
Phwu(F)	112
Phwu(G)	112
MR Search	11 p. 2 (top)
MR Reach	5 p. 2 (top); 8 p. 1 (top); 16 p. 2 (bottom); 20 p. 1 (bottom)
• MR Challenge	16 p. 1 (bottom); 20 p. 1 (bottom)
RO	Tape E/57, p. E/57
JMag	9A No. II
SRA IIa	Silver E 2, 7, 12
SRA IIIa	Olive C 3, 8, 13
SRA IIIa	Brown D 5, 10, 15
SRA IIIa	Green D 5, 10, 15
SRA IIIa	Blue E 2, 7, 12
SRA IIIb	Rose E 1, 5, 9, 13
SRA IIb	Green E 2, 6, 10, 14
• SRA Ic	Gold 5, 10, 20
PIFn(2)	pp. 155, 156, 157
TarG	Tape 16, p. 16
On The Move	34
New Look	p. 9
TarO	Tape 3, p. 3; Tape 5, p. 5
• Think	I, Unit 5, Tapes L.A. 57, 58, 81

RM: 58

254

Given a paragraph and key words, the student selects the homonyms in the paragraph.

RATT I	Green 2, 3, 4 (Ques 8 on skill cards)
RATT I	Blue 2, 4, 6, 7, 8, 9, 11, 13, 18, 19, 20 (Ques 8 on skill cards)
RATT I	Skill Cards Purple 2, 3, 4, 5, 12, 16, 18, 19 (Ques 8 on skill cards)
Lk up L.	15

•257

Given a sentence missing a word with more than one meaning and two definitions, the student selects the definition for the missing word.

WPacer	A2 Orange, A2 Blue
• GWEP(6)	88, 89
Lk. up L	19, 21
S in R (2)	6-7
R.P.PRO.	Unit 8, Lessons 16, 17
• Think	I, Unit 5, Tapes L.A. 57, 58, 81

•261

Given X sentences and X synonyms for a word in the sentence, the student matches the word with its synonym.

Phwu(F)	109
Phwu(G)	109
• ConR	131 (top)
MR Reach	11 p. 2 (bottom); 20 p. 2 (top)
• SRA Ic	Gold 16E
ARP(5)	Tape 4A1, pp. 28, 29, 30, 31
WPacer	C Green, C Blue, C Orange
BRPow	Book 6
RO	Tape E/57, p. E/57
TarG	Tape 23 p. 23; Tape 24 p. 24; Tape 14 p. 14; Tape 19 p. 19; Tape 20 p. 20; Tape 21 p. 21; Tape 22 p. 22
AFRImp(Book 3)	pp. 103-104, 105-106 (top), 106 (bottom), 107, 108, 109, 109 E-110, 111F-112 (top), 112 G-113
• Ph Wrk(C)	151, 152
R.P.PRO.	Unit 8, Lesson 12
New Look	p. 8
• PATTR I	C-3
TarO	Tape 5 p. 5; Tape 6 p. 6

•262

Given a word and a list containing its synonym, the student selects the synonym.

•	Ph Wrk(B)	182, 185 (top)
	Phwu(F)	108, 109
	Phwu(G)	108, 109, 110, 111
•	ConR	105, 125, 128, 134
	DRS(A)	15, 31, 37, 61
	DRS(B)	13
	DRS(C)	9
•	MR Launch	20 p. 1 (top)
	MR Reach	4 p. 1 (bottom); 17 p. 2 (bottom)
•	MR Challenge	12 p. 1 (bottom)
	MR Search	9 p. 2 (top)
	SAW	Tape 14A, pp. 79, 80
	JMag	11A no. 1
	RO	Tape E/57, p. E/57
	RSkP(2)	49 (Part I)
	SRA IIIa	Green D 3, 8, 13
	SRA IIIa	Red D 2, 7, 12
	SRA IIIa	Tan D 2, 5, 8, 11, 14
	AFRImp(Book 3)	pp. 5B, 6, 10B, 24C, 28B, 29(top), 35B, 42C, 48D, 49, 53B, 68, 129E, 130, 139, 149E, 150 (top)
	R.P.PRO.	Unit 8, Lessons 10, 11
	Des.F.Gd.Rdg(A)	p. 173 Exercise 20; p. 175 Exercise 23 p. 177 Exercise 26; p. 179 Exercise 29
	Des.F.Gd.Rdg(B)	p. 153-156 Tests 1, 2, 3, 4, 5 p. 174 Exercise 22; p. 177-178 Exercise 26; p. 179-180 Exercise 29; p. 182 Exercise 32; p. 184-185 Exercise 35; p. 187 Exercise 38; p. 189 Exercise 41
	Des.F.Gd.Rdg(C)	p. 148-150 Tests 1, 2, 3, 4, 5 p. 171-172 Exercise 23; p. 174 Exercise 26; p. 176 Exercise 29; p. 178-179 Exercise 32; p. 180-181 Exercise 35; p. 182-183 Exercise 38
	New Look	p. 42

•263

Given a key word and a paragraph, the student selects a word from the paragraph that is a synonym for the key word.

•	RCon	Books A-H, Question #2
	RATT I	Green, 2, 3, 4, 7, 9, 10, 11, 12, 20 (Ques 6 & 7 on skill cards)
	RATT I	Blue 2, 4, 5, 7, 8, 9, 10, 11, 13, 18, 19, 20 (Ques 6 & 7)
	RATT I	Purple 2, 3, 4, 5, 12, 16, 18, 19 (Ques 6 & 7)
	RATT II	Purple 1-20; Blue 1-20; Green 1-20; Gold 1-20; Orange 1-20; Maroon 1-20
	ARP(6)	Tape 3A pp. 20, 23

264

Given a word, the student writes an antonym or synonym for the word.

AFRImp(Book 2)	4B, 11B, 23E, 49D, 61C, 72B
TarO	Tape 8, p. 8

•268

Given a pair of polars the student can give its opposites.

•	PATTR I	Vs2, L-1

•269

Given two lists of words, the student matches antonyms.

	WPacer	D green, D Blue, D Orange
	Phwu(F)	110
	Phwu(G)	110
•	MR Launch	20 p. 1 (top)
•	MR Challenge	19 p. 2 (bottom)
	MR Search	17 p. 2 (bottom)
	SAW	Tape 14B, p. 81
	RO	Tape E/57, p. E/57
	RSkP(2)	50 (Part 1)
•	SRA Ic	Gold D 1, 6, 11, 16
	SRA IIIa	Red C 5, 10, 15
	SRA IIIa	Green D 4, 9, 14
	SRA IIIa	Tan D 1, 4, 7, 10, 13
	SRA IIIb	Tan D 1, 5, 8, 11, 14
	R.P.PRO.	Unit 8, Lessons 13, 14
	ARP(6)	Tape 3A, pp. 20, 21, 22, 23
•	NPhwu(G)	110, 111, 112
•	NPhwu(E)	110, 111
•	NPhwu(F)	110, 111

•270

Given X pairs of words, the student marks the pairs that are antonyms or synonyms.

	Phwu(E)	112
	Phwu(F)	111
	Phwu(G)	111
	RSkP(2)	50 (Part 2)
•	BRsk	99
	SRA IIIb	Gold D 10, 13, 16
	SRA IIIb	Aqua D 1, 4, 7, 10, 13, 16

•270

	SRA IIIb	Purple D 1, 4, 7, 10, 13, 16
	SRA IIIa	Gold D 1, 4, 7, 10, 13
	SRA IIIa	Aqua D 1, 4, 7, 10, 13
	PIFn(2)	pp. 151, 152, 153, 154
	TarG	Tape 13, p. 13; Tape 14, p. 14; Tape 15, p. 15; Tape 19, p. 19; Tape 20, p. 20; Tape 21, p. 21; Tape 23, p. 23
	ARP(6)	Tape 3A pp. 20, 21
•	NPhwu(F)	108, 112
•	NPhwu(G)	112
•	NPhwu(E)	108, 109

•271

Given a sentence containing a word which is an antonym of the word required by the sentence context, the student write the correct word.

•	MR Challenge	6 p. 2 (top)
	MR Search	6 p. 2
	SAW	Tape 14B, p. 82
	JMag	6A, II
	BRPow	Book 7
	RATT I	Red 8, Ques 8 on skill cards
	RATT I	Orange 8, Ques 8 on skill cards
	RATT I	Brown 8, Ques 8 on skill cards
	RATT I	Green 1, 5, 6, 8, 13, 14, 15, 16, 17, 18, 19, Ques 8 on skill cards
	RATT I	Blue 1, 3, 5, 12, 14, 15, 16, 17, Ques 8 on skill cards
	RATT I	Purple 1, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 20, Ques 8 on skill cards
	RATT II	Purple 1-20
	RATT II	Green 1-20
	RATT II	Blue 1-20
	RATT II	Gold 1-20
	RATT II	Orange 1-20
	RATT II	Maroon 1-20
	R.P.PRO.	Unit 8, Lesson 15
	TarO	Tape 7, p. 7

•275

Given X categories and a list of words, the student matches each word with its appropriate category.

• GWEP(6)	82
GWEP(7)	68, 75
RSkP(3)	9
WPrac.	Level A
WPrac.	Level B
WPrac.	Level C
Criterion	46-2; 46-4; 46-5.2; 46-7; 46-8

276

Given X dictated/written sentences, the student marks the words that name, show action, describe, or have other required grammatical function.

TarG	3, 4, 5
TAC I	Card 32 Front and Back
R.P.PRO.	Unit 6 Lessons 2, 3, 6

277

Given a sentence including a cluster of words with special meaning (washing machine) the student identifies the cluster and gives its meaning.

SinR I	pp. 14, 15, 16; p. 23 question 8

278

Given a definition of a word and X presentations of the word in context, the student identifies an appropriate meaning for the word.

Word Clues	EDL G-M
R.BET.LM(A)	pp. 39-40 (top)
TarO	Tape 4, p. 4

• 279

Given a word new in his vocabulary, the student writes a synonymous word or phrase for the word.

On The Move	4-5, 6-7
New Look	p. 42

• S.E.O

284

Given a sentence with an underlined nonsense phrase or word, the student uses the meaning of the rest of the sentence to assign meaning to the nonsense word/phrase.

SKP Red	14 All cards
TAC A	p. 28

285

Given a written story, an incomplete sentence and a picture word, the student writes the picture word that makes sense in the sentence.

SRA Ia	Olive 1-20
SRA Ia	Blue B 1-20
SRA Ia	Brown C 1-20
SRA Ia	Starter 15A, 16A, 17A, 18A
MLP Words (4)	125, 126, 127
MLP Words (5)	27, 33, 40, 72, 73, 201, 202, 203, 204, 205, 206

286

Given a passage and X definitions of a word in the passage, the student applies context generalizations and indicates the definition that makes sense in the story.

ARP(3)	Tape 8A1 pp. 60, 61; Tape 8A2 pp. 62, 63
ARP(4)	Tape 5A pp. 36, 37
ARP(5)	Tape 4B pp. 32, 33
ARP(6)	Tape 3B pp. 24, 25
ARP(7)	Tape 2B pp. 16, 17
WPacer	A Green
WPacer	A1 Blue, Orange
WPacer	A2 Blue, Orange
RATT I	Skillcards - All (Ques 1-5)
RATT II	Skillcards - All
SRA IIc	Silver C 3, 4, 5, 8, 9, 10, 13, 14, 15
TAC I	Card 4 Front and Back, Card 6 Back Parts A and B (Compound Words), Card 19 Back
R.P.PRO.	Unit 12, Lessons 1, 2, 3, 6
On The Move	8-9, 10-11
TarG	Tape 13 p. 13; Tape 17 p. 17; Tape 18 p. 18
Des.F.Gd.Rdg(A)	p. 159-160 Exercise 3; p. 160-161 Exercise 4; p. 161-162 Exercise 4; p. 162 Exercise 6; p. 163 Exercise 7; p. 163-164 Exercise 8; p. 159 Exercise 4; p. 154-155 Exercise 4
TAC A	p. 13, 14-19, 22
TAC B	p. 8-9, 21-22
TarO	Tape 9 p. 9; Tape 10 p. 10; Tape 11 p. 11; Tape 12 p. 12; Tape 13 p. 13; Tape 14 p. 14; Tape 15 p. 15; Tape 16 p. 16
R.BET.LM(A)	pp. 31-32

•287

Given an incomplete sentence and X choices of words, the student selects the correct word for the sentence.

	Try	21, 22, 23, 33, 34, 35
	MLP-Comp.	31, 32, 33, 80
•	BL-Context	All
	SRA IIa	Tan E 5, 10, 15
	SRA IIa	Brown E 5, 10, 15
	SRA IIa	Red D 1, 6, 11
	SRA IIa	Orange C 3, 8, 13
•	GWEP (6)	87, 92
	MLP-Words(5)	30, 34, 40, 51, 54, 78, 80, 95, 97, 113, 116, 133, 135, 153, 155, 173, 175, 196, 197
	SRA Ia	Aqua B Cards 1-20
	SRA Ia	Purple B 1-20
	SRA Ia	Starter 13 LAW B
	SRA Ia	Starter 14 LAW B
	R Dev (A)	Getting Ready A Health 101-103
	R Dev (A)	Getting Ready A Law 201-206
	R Dev (A)	Getting Ready A Safety 201-206
	R Dev (A)	Getting Ready A Work 301-306
	R.P.PRO.	Unit 5 Lesson 6
•	ConR	123, 132, 135, 136
	SRA IIIa	All Colors Cards 1-15 A and B
	SRA IIc	All Colors Cards 1-15 A and B
	SRA IIc	Gold C 4, 9, 14
	SRA IIc	Tan D 1, 6, 11
	TarG	Tape 7 p. 7; Tape 8 p. 8; Tape 9 p. 9; Tape 10 p. 10; Tape 11 p. 11; Tape 12 p. 12
	Des.F.Gd.Rdg(A)	p. 172-173 Exercise 18; p. 174-175 Exercise 21; p. 175-177 Exercise 24; p. 177-178 Exercise 27
	Des.F.Gd.Rdg(B)	p. 173-174 Exercise 21; p. 175-176 Exercise 24; p. 178-179 Exercise 27; p. 180-181 Exercise 30; p. 183-184 Exercise 33; p. 185-186 Exercise 36; p. 188-189 Exercise 39
	Des.F.Gd.Rdg(C)	p. 170-171 Exercise 21; p. 172-173 Exercise 24; p. 174-175 Exercise 27; p. 176-177 Exercise 30; p. 179-180 Exercise 33; p. 181-182 Exercise 36; p. 183-184 Exercise 39; p. 184 Exercise 40

288

Given an underlined word in context, the student writes a definition for the word which is consistent with the context.

On The Move	12-13
TAC B	p. 10-12, 13-14, 16-17, 18-19

.290

Given a story he can read fluently, the student draws an illustration of one major action in the story.

- S.E.O.
- [ ] Make a movie of the book by drawing illustrations on a long roll of paper. Mark each picture to show the page the action comes from.
- [ ] After reading a book, design a book jacket that shows something interesting about the content of the book.

291

Given a picture and X possible titles or summaries, the student selects the title or summary that is appropriate to the story.

Try	36, 37, 38, 45, 46, 47, 53, 89
RO	Tape E/49, p. E/49
Gates P (Elementary SA)	All lessons, Question 2
Gates P (Intermediate SA)	All lessons, Question 2
Gates P (Advanced SA)	All lessons, Question 2
RMean	ALL Levels Choosing the Best Title
EDL-SS(CCC)	1
EDL-SS(DDD)	2
SKPac Blue-1	G35, R#8
DRS (A)	17, 25, 39
DRS (B)	1-9, 17, 25, 33, 41
DRS (C)	1
SKPac (Orange)	9 yellow (Side 1 - bottom)
SKPac (Orange)	9 red (Side 1 - bottom)
SKPac (Orange)	10 all (Side 1 - bottom)
SKPac (Orange)	1 yellow (Side 1)
SKPac (Orange)	1 Blue (Side 1)
SKPac (Orange)	1 Red (Side 1)
SKPac (Orange)	6 All (Side 1)
RO	Tape D/40 p. D/40

•292

After reading a story or book, the student answers general questions about the content or action.

- S.E.O.

- Scholastic Books

RHRP	(use comprehension cards at front of books)
Scholastic	Plus One (Use story cards)
AFRImp(3)	pp. 120; 159-160B; 160-161D
TAC I	Card 33 Front and Back
TAC A	144-147
TAC B	152-157, 116-118, 197-201, 202-208
• MR Launch	All Levels
• MR Challenge	All Levels
H	330

293

Given a paragraph or selection and X incomplete sentences, the student completes the sentences by selecting the correct answer from the paragraph selection.

AFRImp(Book 3)	pp. 13, 14, 15, 16, 23B, 128C, 137-138B, 148-149D, 159-160D

•296

Given a direct or vicarious experience the student can relate the details of the experience.

- PATTR I L-7, C-2

297

Given a passage and X statements, the student marks whether the statements are true or false according to details in the story.

RO	Tape E/51, p. E/51
LWP	Lesson 3 p. 11-12
DRS(A)	1, 18, 24, 30, 40, 44, 48, 56
DRS(B)	16, 32, 56, 64
DRS(C)	16, 63, 64
DRS(D)	8, 16, 32, 40, 48, 49, 55, 64
NPracR (A,B, C,D,E,F)	Questions 4, 5-All pages
NPracR (G)	Question 3
AFRImp(Book 3)	pp. 127B, 148C

297

R.P.PRO.	Unit 12 Lesson 16 Unit 13 Lessons 4, 7, 11, 14
On The Move	42-43
SKPac Yellow	12 - All Cards
Be BR(C)	pp. 158-160
R Dev(A)	Health: 101-103; 201-206; 301-306 Safety: 101-103; 201-206; 301-306 Work: 101-103; 201-206; 301-306
R Dev (B)	Series Y - Common knowledge Getting Ready A, Work: 401-405, 501-505, 601-605 Getting Ready B, Law: 401-405; 501-505; 601-605 Series Y What Does It Mean?
SKPac (Red)	10 All
SKPac (Orange)	12 All

•298

Given a paragraph, X questions and X choices of answers, the student answers the questions so that they agree with the details in the story.

SKPac(Blue)	4 - All
SKPac(Red)	4 - All
SKPac(Yellow)	4 - All
SKPac(Orange)	4 - All
SRA LisSp IIa	Tape 7, 8 Side 2
SRA LisSp IIb	Tape 5, Side 2
EDL	Study Skills Reading Cards - All
DRS(A)	5, 6, 11, 13, 16, 28, 32, 36, 43, 51, 62
DRS(B)	2, 4, 8, 12, 18, 24, 28, 36, 40, 48, 60
DRS(C)	14, 28, 32, 35, 40, 42, 48, 49, 55, 56, 62
DRS(D)	7, 14, 28, 40, 62
Try	48, 49, 50, 54, 58, 70, 90, 99
RCon (A-H)	Question 1 All Selections
RCon (D-H)	Question 5 All Selections
JMag	1A Question 2; 1B Question II-1; 2A Question 1; 2B Question 2; 3A Question 3; 3B Question 2; 4A Question 1; 4B Question 2; 5A Question 2; 5B Question 2; 6A Question 1; 6B Question 2
• BL-Facts	(A-F) Units 1-25
• BL-Locate	(A-F) Units 1-25
ARP(3)	Tape 10A1 pp. 76-77; Tape 10A2 pp. 78-79
ARP(4)	Tape 7A pp. 52-53; Tape 7B pp. 56-57
ARP(5)	Tape 6A pp. 44-45; Tape 6B pp. 48-49
ARP(6)	Tape 4B pp. 32-33
RATT I	Reading Check (All), Teacher judges # to be assigned on each card
RATT II	Reading Check (All), Teacher judges # to be assigned on each card

RM: 68

	Be BR(A)	Fact Question p. 4,9,13,24,45,67,86,108,128
	Be BR(B)	Fact Question p. 3,23,46,70,92,110,127
	Be BR(C)	Fact Question p. 4,30,57,80,104,132,152
	Be BR(I)	Fact Question p. 3,39,57,73,87,101,113,129,131
	Be BR(II)	Fact Question p. 3,25,39,53,69,83,97,111,127
	Be BR(III)	Fact Question p. 3,23,41,59,75,91,105,133
	SRA IIa	Cards 1-15 All colors, How Well Do You Read?
●	SRA Ic	Cards 1-20 All colors, How Well Do You Read?
	SRA IIIb	Cards 1-16 All colors, How Well Do You Read?
	SRA IIIb	Gold cards 1-16, How Well Do You Read?
		Aqua cards 1-16, How Well Do You Read?
		Purple cards 1-16, How Well Do You Read?
		Blue cards, 1-16, How Well Do You Read?
		Rose cards, 1-16, How Well Do You Read?
		Brown cards 1-16, How Well Do You Read?
		Green cards 1-16, How Well Do You Read?
		Red cards 1-16, How Well Do You Read?
		Tan cards 1-16, How Well Do You Read?
	McC (A)	1-70
	McC (B)	1-78
	McC (C)	1-78
	McC (D)	1-78
	McC (E)	1-78
	Gates P	(Elem-RD) Exercises, 1-46
	Gates P	(Inter-RD) Exercises 1-46
	Gates P	(Advanced-RD) Exercises 1-22
●	MR Launch	Lessons 1-20 Question 1
●	MR Challenge	Lessons 1-20 Question 1
	MR Search	Lessons 1-20 Question 1
	MR Reach	Lessons 1-20 Question 1
	BRPow	Comprehension Skills Book 4
	BRPow	"Details in a Paragraph"
	R Dev	"Follow Up" (Health) All cards
		"Follow Up" (Law) All cards
		"Follow Up" (Safety) All cards
		"Follow Up" (Science) All cards
	WeAB	Skillcards 1-120
	RFU	Cards 1-100
	SRA IIIa	Cards 1-15 All colors "How Well Do You Read?"
	SRA IIc	Cards 1-15 All colors "How Well Do You Read?"
	AFRImp(Book 3)	pp. 21-23A, 51-52A
	On The Move	44-45, 46-47
●	PATTR I	L-8

•299

Given a selection and a related incomplete statement, the student finds a word in the selection to complete the statement.

Clu	Mag. 1 p. 21 Part 2; Mag. 1 p. 24-25 Part 2; Mag. 1 p. 30-31 Part 2; Mag. 1 p. 50-51 Part 2; Mag. 1 p. 58-59 Part 2; Mag. 1 p. 54-55 Part 2; Mag. 1 p. 64-65 Part 1; Mag. 1 p. 70-71 Part 2
R.BET.LM(A)	pp. 86-87, 87-89, 90-92, 92-94
NPracR (A-C)	Question 1 on all pages
• BL-Locate	All
• RCon	Question 5 on all pages (A-F)
Be BR(B)	6, 7
SKPac (Red)	6 All cards
AFRImp(Book 3)	24-24B, 25-28A, 31-34A
• PATTR I	C-1

300

Given a paragraph, the student identifies the supporting details for the main ideas presented.

S in R I	pp. 159-163 Ex. 30, pp. 164-165; Ex. 31, pp. 165-166; Ex. 32, pp. 167-172; Ex. 33, pp. 172-177; Ex. 34, pp. 177-183; p. 289 Question 8
S in R II	Ex. 21, pp. 85-89; Ex. 22, pp. 90-91; Ex. 23, pp. 91-94; Ex. 24 pp. 94-97

•304

Given a passage of reading, the student writes one sentence to correctly summarize the main idea.

• S.E.O.

SKPac (Red) 10 All

- [ ] Read 10 paragraphs you choose. For each paragraph write the author's main idea in 10 words or less.
- [ ] Read a book. In 100 words or less write the most important idea the author wants you to remember from the book.
- [ ] After reading a short book write down the main idea the author wants you to remember. Then discuss this main idea with other students to see if you can find another book with a similar main idea. Read the second book and discuss the similarity and differences between the main ideas in the two books.
- [ ] Main idea in literature is sometimes called theme. Read a book recommended by your teacher and discuss with an adult the theme of the book.

•304

- [ ] Find three nursery stories with the same theme and then try to find another more sophisticated book with the same theme by discussing with other students.
- [ ] Read a book and cut words from a magazine or newspaper that could be used as a title for the book.

TAC A	185-186
H	341

305

Given a riddle and X solutions, the student selects the correct one.

Try	60, 73, 79
RO	Tape E/50, p. E/50

•306

Given a paragraph and list of words or statements, the student selects the one which sums up the general meaning of the paragraph.

Des.F.Gd.Rdg(B)	p. 136	Exercise	1	Question	1
	p. 136-137	"	2	"	1
	p. 137	"	3	"	1
	p. 137-138	"	4	"	1
	p. 138	"	5	"	1
	p. 138-139	"	6	"	1
	p. 140-141	"	9	"	1
	p. 141	"	10	"	1
	p. 142-143	"	12	"	1
	p. 143	"	13	"	1
	p. 144	"	14	"	1
	p. 144-145	"	15	"	1
	p. 145	"	16	"	1
	p. 148	"	20	"	1
	p. 149	"	22	"	1
	p. 150	"	23	"	1
	p. 151	"	24	"	1
Des.F.Gd.Rdg(C)	p. 131	Exercise	1	Question	1
	p. 131-132	"	2	"	1
	p. 132	"	3	"	1
	p. 133	"	4	"	1
	p. 133-134	"	5	"	1
	p. 134	"	6	"	1
	p. 135	"	7	"	1
	p. 135-136	"	8	"	1
	p. 136	"	9	"	1
	p. 137-138	"	11	"	1
	p. 138-139	"	13	"	1

Des.F.Gd.Rdg(C)	p. 139	Exercise 14 Question 1
	p. 140	" 15 " 1
	p. 140-141	" 16 " 1
	p. 141	" 17 " 1
	p. 142	" 18 " 1
	p. 143	" 19 " 1
	p. 143-144	" 20 " 1
Gates P Introductory Preparatory	All lessons	Question 1 (Level A and B)
Gates P Elementary SA Intermediate SA Advanced SA	All lessons	Question 1
SKPac (Yellow)	14-R, Blue, Brown, Green	
	All cards 10-Blue, Red and 1-4 on Green, Brown	
• BL-Idea	1-25 (All levels)	
NPracR (A-G)	Question 3 on all pages	
RCon(A-H)	Question 6 on all pages	
RHRP (Yellow)	1A, 1B, 1C, 1D	
RMean.	Getting the Main Idea (All levels)	
SKPac (Blue)	3 - All cards 2 - All cards	
SKPac (Red)	1, 2 All cards	
SKPac (Orange)	1 Yellow (Side 2) 1 Green	
	1 Brown	
AFRImp(Book 3)	pp. 37-41A, 43-46A and B, 46-48C	
Be BR(A)	16, 17, 32-35	
Be BR(B)	6-8, 10-11, 36-37	
Be BR(C)	10-12, 32, 33, 42-45, 142, 167	
RO	E/46 (p. 1) 60	
EDL-SS-(C)	5, CC-1, D-5, DD-6, 10; E-5, EE-2, 6	
LWP	Lesson 4, pp. 13-14 Lesson 11 p. 27-28	
RATT I	Reading Check, Check Questions 1-2	
RATT II	Reading Check, Check Questions 1-2	
ARP(3)	Tape 11A1 pp. 84, 85; Tape 11A2 pp. 86, 87;	
	Tape 11B1 pp. 88, 89; Tape 11B2 pp. 90, 91;	
	Tape 12A1 pp. 92, 93; Tape 12A2 pp. 94, 95	
ARP(4)	Tape 9B pp. 72, 73	
ARP(5)	Tape 8A pp. 60, 61	
ARP(6)	Tape 8A pp. 60, 61	
ARP(7)	Tape 3B pp. 24, 25	
DRS(C)	7-12-21	
DRS(D)	7-14-49	
Des.F.Gd.Rdg(A)	p. 143 Exercise 4, Question 1	
	p. 144 Exercise 5, Question 2	
	p. 144-145 Exercise 6, Question 1	
	p. 145-146 Exercise 7, Question 1	
	p. 146 Exercise 8, Question 2	
	p. 147-148 Exercise 11, Question 1	
	p. 148 Exercise 12, Question 1	

•306

Des.F.Gd.Rdg(A)	p. 149 Exercise 13 Question 2 p. 150 Exercise 16 Question 1 p. 151 Exercise 18 Question 2 p. 152 Exercise 19 Question 1 p. 153-154 Exercise 23 Question 1 p. 154 Exercise 24 Question 1
TAC A	163-168, 174-175
TAC B	144-147

307

Given a passage of study reading, the student locates the main idea or topic sentence in the paragraph.

S in R I	97-102, 102-108, 108-115, 115-120, 125-133
S in R II	Ex. 11, pp. 33-38; Ex. 12 pp. 38-43; Ex. 13, pp. 43-45, pp. 60-65; Ex. 18, pp. 73-74; Ex. 19 pp. 74-81; Ex. 20, pp. 81-84
R.BET.LM(A)	pp. 128-130
TAC A	182-184
TAC B	148-151

313

Given a context requiring interpretation or inference ability and X answer choices, the student selects the correct answer to the statement.

SKPac (Yellow)	11 A11
SKPac (Orange)	11 A11; 13 A11; 15 A11
On The Move	40-41
TAC B	164-168

•314

Given an incomplete passage, the student selects an appropriate ending which can be inferred to be consistent with the rest of the passage.

Try	55, 59, 65, 88
RO	E/53
ARP(1)	Tape 15B2 pp. 122-123
ARP(2)	Tape 14B1 pp. 112-113; Tape 14B2 pp. 114-115; Tape 15A1 pp. 116-117
ARP(3)	Tape 12B1 pp. 96-97; Tape 12B2 pp. 98-99; Tape 13A1 pp. 100-101; Tape 13A pp. 102-103; Tape 13B1 pp. 104-105; Tape 13B2 pp. 106-107
ARP(4)	Tape 10A pp. 76-77

•314

ARP(5)	Tape 9A pp. 68-71
ARP(6)	Tape 6B pp. 48-51
ARP(7)	Tape 4A pp. 28-31
ARP(8)	Tape 4A pp. 38-31
SRA-LisSp.IIa	11
SRA-LisSp.IIb	12
Be BR(A)	"Thought Questions" 2, 3, 5, 22, 23, 25, 44, (top) 45, 46, 64, 65, 66, (bottom) 67, 84, 85, (top) 86, 87, 106, 107, 109, 126, 127, 129
Be BR(B)	"Thought Questions" 2, (top) 3, 4, 5, 22, (top) 23, (bottom) 24, 25, 44, 45, (top) 46, 47, 68, 69, 71, 90, 92, (top) 92, (bottom) 93
Be BR(C)	"Thought Questions" 2, 3, (top) 4, 5, 28, 29, (top) 30, (bottom) 31, 56, 57, (bottom) 58, 59, 78, 79, 81, 102, 103, 105, 130, 131, 133, 150, 151, (top) 152, (bottom) 153
Be BR(I)	"Thought Questions" 2, 3, 38, 39, 56, 57, 72, 73, 78, 79, 86, 87, 100, 101, 112, 113, 128, 129
Be BR(II)	"Thought Questions" 2, 3, 24, 25, 38, 39, 52, 53, 68, 69, 82, 83, 96, 97, 110, 111, 126, 127
Be BR(III)	"Thought Questions" 2, 3, 22, 23, 40, 41, 58, 59, 74, 75, 90, 91, 104, 105, 118, 119, 132, 133
EDL	Social Studies EE7 Sides 1/2
R Dev (Kit A)	Kit A "Follow Up" C-All cards
R Dev (Kit B)	Kit B "Follow Up" C-All cards
DRS(A)	20, 29, 43, 49, 53, 59
DRA (B)	3, 10, 19, 27, 35, 43, 51, 59
DRS (C)	11, 52
BasRS	112, 114
RATT I	I Reading Check
RATT II	II Reading Check
RFU	All
AFRImp(Book 3)	pp. 2, 3, 4, 5 (Questions 1-12 All)
R.Bet.LM(A)	pp. 174-177
• PATTR I	C-6, 7

•319

Given a recorded portion of a story, the student finishes it by reading a card which contains the ending.

- S.E.O.

JMag	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

•320

After reading an incomplete story, the student projects an ending which can be justified by information available in the story.

- S.E.O.

- [ ] Cut and mount a comic section from the Sunday newspaper that will be continued next week. Write in 100 words or less what you think will happen in the next paper. Cut and mount the next one and check your projection.
- [ ] Find a mystery story. Read to the last chapter and hold a conference telling how you think it will end. Check your guess by reading the rest.
- [ ] Have a friend read part of a story. Your friend may stop reading at any time and ask you what will happen next. Keep score and report to your teacher.

TAC A	193-196, 197-199, 200-208
TAC B	193-196
H	345

•321

Given X incomplete sentences/stories and X possible outcomes, the student marks/writes the appropriate outcome.

RO	Tape E/54
SKPac (Yellow)	7 All Cards
SKPac (Blue)	Green 7; Red 7 All
ARP(4)	Tape 10A pp. 76-78
ARP(7)	Tape 4A pp. 28-31
RHRP	#7 Yellow
	Tan
• SRA Ic	Blue, Green (Can You See Why?)
	Brown (Did You Get the Point?)
	Red, Tan, Gold (Can You Draw the Right Conclusions?)
SKPac (Red)	7 All
SKPac (Orange)	7 All
TAC A	99-100, 101-103, 107-109

•322

Given a book selected by the student, the student will predict content of the book and its subdivisions.

- S.E.O.

SKPac (Blue) Blue 7, Sides 1, 2 (Instruction)

- [ ] Select a book title from the room and write a brief story that might go with the title. Then read the book and discuss the differences in the two stories.

•322

- [ ] After reading a mystery, find five passages that are clues to the outcome of the book.

H 345

•326

Given a picture, short story, or situation, the child can give a divergent interpretation, or conclusion, or explanation.

LWP	Tape 6 p. 17-18
RO	E/56 #11-15; E/55 #1-15
R.P.PRO.	Unit 12 Lessons 9, 10, 11, 14
	Unit 13 Lessons 1, 2, 5
• PATTR I	C-7, 8, 9

•327

Given an incomplete paragraph containing a number of details, the student infers a conclusion which is justified by the details.

• PATTR I	C-5, 6

•328

Given a selection and X listed statements, the student marks the statement that would be the logical conclusion for the paragraph/ story.

• BL-DConc.	All levels (A-F)
R Dev (B)	Series Y, Using the Right Facts
	False Cause
	Getting Ready Health A 401-405; 501-505; 601-605
	Getting Ready Science A 401-405; 501-505; 601-605
AFRImp(Book 3)	pp. 8, 9, 10 (Questions 1-5 All)
RO	E/56 #1-10
• SRA Ic	1A-20A Blue, Green 1C-20C (Can You See Why?) Brown 1B, 20B (Did You Get the Point?) Red, Tan, Gold (Can You Draw the Right Conclusions?) 1-20
R.BET.LM(A)	pp. 178-179

332

Given a picture showing some action, the student selects an answer to a question showing he interprets the picture correctly.

SKPac (Yellow)	8 All
SKPac (Orange)	8 All
TAC A	97-98, 110-111
TAC B	83 (top), 119-120

333

Given a passage containing a cause and effect relationship between occurrences, the student relates causes to their effects.

EDL-S	Science E-1 Side 1
Be BR(1)	90-91
On The Move	82-83, 84-85
TAC A	126-127

334

Given a passage and a question related to cause and effect, the student selects an appropriate answer from X choices.

JMag	I-2, II-2, III-3, IV-3, V-1, VI-3, VII-3, VIII-3, IX-9-3, X-10-2
SKPac (Blue)	8 All cards
SKPac (Red)	8 All cards
SKPac (Yellow)	Brown 8, Yellow 8
ARP(2)	Tape 15A2 pp. 118, 119 (cause)
	Tape 15B1 pp. 120, 121 (cause)
	Tape 15B2 pp. 122, 123 (cause)
ARP(3)	Tape 14A1 pp. 108, 109 (cause)
	Tape 14A2 pp. 110, 111 (cause)
	Tape 14B1 pp. 112, 113 (cause)
	Tape 14B2 pp. 114, 115 (cause)
ARP(4)	Tape 10B pp. 80, 83 (cause)
ARP(5)	Tape 8B pp. 64, 67
ARP(6)	Tape 7A pp. 52, 55 (cause and effect)
ARP(7)	Tape 4B pp. 32, 35
ARP(8)	Tape 4B pp. 32, 35 (cause and effect)
SRA-LisSp	Blue 9 Side 1/2, Red 8 Side 1/2
	Red 9 Side 1/2
EDL-S	Science C-4 Side 1 (cause and effect)
	Science D-4 Side 1/2 (cause and effect)
	Science E-1 Side 1 (cause and effect)
	Science DD-7 Side 1/2
Be BR(A)	64-67, 68 causes
Be BR(B)	48-51
Be BR(C)	106-109, 136-139 (causes)

RM: 77

334

Be BR(II)	26, 27, Activity 100, 101 Activity 1 (causes) 91 (causes and effects)
Be BR(III)	52, 53 (causes and effects) 62, 63 Activity 2 (causes)
Be BR(IV)	125-128 (causes and effects) 146-148 Activity 1 (effects)
Be BR(V)	66-69 (causes and effects)
RO	E/56 1-10

335

Given a selection and incomplete list of causes and effects, the student must read the selection then complete the lists by writing the causes and effects that are not given.

EDL-S	Science C-4 Side 2
TAC A	119-121
TAC B	104-107, 113-115

339

Given a narrative and X pictures, the student numbers the pictures in sequential order to match the narrative.

RO	E/52
SKPac (Yellow)	5 All
SKPac (Blue)	5 All
SKPac (Red)	5 All
SKPac (Orange)	5 All
On The Move	48-49

•340

Given a narrative and X occurrences from the narrative, the student numbers the statements in proper sequence.

Be BR(A)	pp. 29-30
EDL-SS	C-6, CC-4, EE-4
• SRA Ic	How Well Did You Read? All cards Time Order: Brown, Green, Red, Tan
Try	78, 84, 94
R.BET.LM(A)	pp. 138-140; 141-142
New Look	p. 63
TAC A	116-117, 118, 129-134
TAC B	102-103
H	356
• Think	I, Unit 2

•341

Given a story and multiple choice questions, the student answers the question which relates to sequence.

JMag I 3, II 3, III 2, IV 1, V 2, VI 1, VII 1, VIII 1, IX 1, X 4, XI 2, XII 3
Use V2 for Pre test
Use X4 for Post test

- S.E.O.

•342

Given a passage including a series of occurrences, the student makes a time line showing sequence (and date) of occurrences.

- S.E.O.

On The Move 50-51

- [ ] After reading a book about things that have happened make a time line listing several occurrences.
- [ ] While reading a passage describing an event like a battle that changes location over a period of time, make a map showing the locations at various dates.

•343

After reading a book of his choice, the student presents information about the book to an individual or group.

- S.E.O.

- [ ] Read a book, then tell about the part of the book you liked best.
- [ ] After reading a book rate it by the following key, then explain to other students why you have given that rating.
  1) Excellent: Everyone should read this book.
  2) Good: People who have special interest in this subject should read this book.
  3) Fair: I did not like this book, but someone with special interest in the subject might like it.
  4) Poor: I don't recommend this book to anyone.
- [ ] Read a book then write a T.V. or radio script to describe the book or some action in it. Record or video tape the presentation if you wish.
- [ ] After reading a book, pantomime important actions in the book for other students. They should be able to guess what the book is about.
- [ ] Read a book, then select one action from the book and write a short play to be acted by you and other students.

•344

Given a passage the student can read fluently, the student discusses the passage critically with an available adult.

- S.E.O.

S in R II pp. 184-187

- [ ] After reading a book, write a letter to the author describing the merits and errors in the book.
- [ ] After reading two non-fiction books on the same subject, discuss the one which presents the information most clearly. Tell how the author made it clear.
- [ ] Read a book and write a review for the school newspaper giving five strong points you see in the book.
- [ ] Read a book then list five strong points or five weak points you see in the book.

H 369, 369a

•346

Given an illustrated book, the student discusses the art critically with an adult.

- S.E.O.

347

Given an expository passage, the student indicates whether selected statements are fact or opinion.

RO	Tape E/58, p. E/58
ARP(5)	Tape 11B1 pp. 88, 89
ARP(6)	Tape 9A1 pp. 70, 71
ARP(7)	Tape 5B pp. 42, 43
ARP(8)	Tape 5B pp. 40, 41
LWP	Lesson 3, 12
S in R II	pp. 202-204
	Ex. 44, pp. 204-207
	Ex. 45, pp. 207-210 pp. 210-212
	Ex. 47, pp. 212-217
TAC B	128-133, 134-140

348

Given title pages of two books, the student indicates which book would be most authoritative on a given topic.

Use Any Book

349

Given X data related to two authors and their works, the student analyzes the data and determines which would be most authoritative on a given subject.

Use Any Book

350

Given a work of fiction or poetry, the student suggests the author's purpose and discusses the reason for his answer.

S in R II	pp. 288-292
	Ex. 57, pp. 292-296
	Ex. 58, pp. 296-299
	Ex. 59, p. 299

351

Given X selections, the student judges them critically on reliability of the source.

S in R II	pp. 188-195
	Ex. 41, pp. 195-200
	Ex. 42, p. 201
TAC A	138-140
TAC B	169-172

352

Given a statement designed to influence the reader to act, the student recognizes propaganda techniques and illogical arguments.

On The Move	88-89, 91

•353

Given a passage containing a euphemism, the student identifies the word and suggests another more explicit word.

- Newspapers
- News Magazines

•354

Given a passage containing X words of negative or emotional connotation, the student cites these words as an indication of the author's attitude.

- Newspapers
- News Magazines

TAC B 158-163

•361

Given a story he can read fluently, the student draws an illustration of one major action in the story.

- S.E.O.

- [ ] Read a book or story and draw a cover illustration for the book.
- [ ] Read a book and make a bulletin board that would interest other students in the book.
- [ ] Read a story or book and draw an illustration of the most important action in the book.
- [ ] Read a story or book and cut pictures from magazines that illustrate any of the following:
  - [ ] the feelings of people in the book
  - [ ] an action in the story
  - [ ] the main idea the author wants you to remember
  - [ ] _____
  - [ ] _____

•362

Given a collection of books appropriate in difficulty and interest, the student selects and reads X books.

- S.E.O.

(This objective is complete when the student has read a number of books agreed to in a contract arrangement with the teacher. While credit for part of a book read is not recommended, a guideline that at least three hours of reading be completed is suggested. This objective can be achieved as many times as the student or teacher wishes.)

•363

Given a collection of books appropriate in difficulty and interest, the student selects and reads X books and completes a conference with an adult.

- S.E.O.

•363

RHRP All levels
Plus One All levels

Read a book and be prepared to do the items below in a book conference.

- [ ] Play the part of the main character and tell what you did in the book.
- [ ] Tell why you liked or disliked the book.
- [ ] Suggest another person who should read the book.

•364

Given a collection of books appropriate in difficulty and interest, the student selects and reads X books and completes a conference with another student who has read the book.

- S.E.O.

- [ ] Read a book and conference with another student telling who the most unforgettable character is. Be ready to prove your points by reading from the book.
- [ ] Read a book and describe the funniest incidents in the book in a conference with another student.
- [ ] Read a book and tell about the most exciting event in a conference with another student.

•365

Given a choice between books with different reading and interest levels and a non reading activity, the student chooses a book and reads.

- Scholastic Books
  I Can Read Books
  RHRP
  (Other suitable books)

- S.E.O.

(At any time the student reads when he has no other assignment, credit should be given for this objective. A good rule is to observe this behavior two or three times before giving credit.)

RM: 83

•366

Given a book of his choice, the student reads the book and convinces another student to read the book.

- Scholastic Books
  I Can Read Books
  RHRP
  (Other suitable books)

- S.E.O.

- [ ] Make a poster of any kind designed to get other students to read a book you have read.
- [ ] Read a book then write a letter to a friend giving him or her five reasons for reading the book. Show the letter to your teacher before sending it.
- [ ] Lay out an advertisement that might be used in the school newspaper for a book you have read. Discuss the ad with others to determine if it gives an honest view of the book.
- [ ] Pick up a book you think _____ would like to read. After you have read it convince _____ to read it too. When both of you are finished reading, hold a book conference with you, _____, and the teacher.

•367

Given a book/selection, the student reads the book and relates an experience in the book to a personal experience during a book conference.

- Scholastic Books
  I Can Read Books
  RHRP
  (Other suitable books)

- S.E.O.

Choose a book and read it. After you have read it, hold a book conference with the teacher to answer the questions below.

- [ ] Have you ever had an experience like any of the ones in the book? How was it the same? How was it different?
- [ ] What experience in the book would you like to have that you haven't had? Why?

H 371

•368

After reading a story or book, the student answers specific questions concerning the characters in the story or book during an oral conference with the instructor.

RHRP

- Scholastic Books
- MR Launch — Lessons 1-20 Question #1
- MR Challenge — Lessons 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 Question #1

MR Search — Lessons 1-20 Question #1
MR Reach — Lessons 1-20 Question #1

- S.E.O.

- After reading a book about a person
  [ ] 1. Describe what the person looks like.
  [ ] 2. Tell five important things the person did.
  [ ] 3. Tell about some of the problems he or she had to solve.
  [ ] 4. Tell what the person felt are important things in life.
  [ ] 5. Give five reasons why you would want that person to be your friend (or enemy if you didn't like him or her).
  [ ] 6. Give the names of some other people in the story who were important to the person you are reporting on, and tell why they were important.
  [ ] 7. If the person lived in our city what kind of work would he or she do? Why do you think so?
  [ ] 8. _____
  _____
  [ ] 9. _____
  _____

•369

Given a story or book, the student reads the story or book and writes X answers concerning specific questions about the story or book.

- Scholastic Books
  RHRP (Use comprehension cards at front of books)

- S.E.O.

- [ ] Choose a book with a question card. Read the book then write the answers to the questions on the card.
- [ ] Read a book which someone else has read. Ask the other reader to write 10 questions about the book. When you are finished reading the book, write the answers to the questions and give the questions and answers to the teacher.
- [ ] Read a book and write 10 questions about the book. Get another student to read the book and answer your questions. Turn in your questions and answers to the teacher.

•376

Given reading material containing X idioms, the student identifies and lists all idioms.

- S.E.O.

377

Given a definition, examples of idioms, and X multiple choice questions, the student selects the best answer to each question.

WPacer	Skill B Green Orange B Blue
SKPac (Red)	3 All cards
SRA IIIa	Tan D 3, 6, 9, 12, 15
	Gold D 2, 5, 8, 11, 14
	Aqua D 2, 5, 8, 11, 14
R.BET.LM(A)	p. 53

380

Given a sentence, the student marks whether the sentence contains a figure of speech.

TAC II	Card 25 Back

381

Given X sentences containing metaphors and similes, the student distinguishes between metaphors and similes.

SRA IIa	Silver E 1, 6, 11
SRA IIIa	Gold D 3, 9, 15
	Aqua D 3, 9, 15

382

Given an incomplete simile and X pictures of objects, the student selects the correct picture to complete the simile.

GWEP(7)	72, 73, 78, 79

383

Given X sentences containing similes, the student writes what two things are being compared.

SRA IIa	Olive D 5, 10, 15
SRA IIa	Green C 5, 10, 15
SRA IIc	Gold C 5, 10, 15

384

Given an incomplete metaphor, a picture and X definitions, the student selects a definition to explain the metaphor.

SKPac (Yellow)	3 All
GWEP(7)	pp. 73, 74, 79, 80
SKPac (Orange)	3 Yellow; 3 Blue; 3 Green

•385

Given X incomplete sentences containing incomplete similes and X words, the student selects the correct word to complete the simile in each sentence.

TarO	Tape 31, p. 31
S.E.O.	

386

Given X figurative words and X incomplete sentences, the student uses the figurative words to complete the sentences.

GWEP(7)	p. 74

387

Given a sentence containing a figure of speech, the student selects from X choices the word or phrase which has the same meaning as the figure.

SRA IIa	Blue E 2, 7, 12
SRA IIIa	Gold D 6, 12; Aqua D 6, 12
SKPac (Orange)	3 Yellow
	3 Brown
	3 Green

388

Given a metaphor or simile in context, the student tells the difference between literal meaning and intent of the figure.

S in R I	pp. 11-13
	p. 262-263 Questions 12 and 14

389

Given a passage containing a figurative comparison (metaphor, simile, analogy) the student identifies and names the figure.

S in R II	pp. 260-265 Ex. 52, pp. 265-266 Ex. 53, pp. 267-270 Question 6 p. 279
TarO	Tape 32 p. 32; Tape 33 p. 33

390

Given a figurative comparison, the student indicates whether it is a metaphor, simile, or analogy.

BasRS	p. 101, 102
New Look	p. 117, 118

• 391

The student constructs a metaphor, simile, or analogy on request.

- S.E.O.

• 392

Given a passage containing exaggeration, understatement, or irony, the student locates the figure and names it.

S in R 3	p. 4, 20, 21, 22, 23, 24, 25, 26
BasRS	103, 104, 105

- S.E.O.

394

Given X proverbs and X choices of meanings, the student marks the correct answer.

AFRImp(Book 3)	pp. 17, 18, 19

• 397

Given a selection, the student indicates imagery.

- S.E.O.

•397

TAC I	Card 21 Front and Back
	Card 22 Front and Back
	Card 23 Front and Back
	Card 24 Front and Back
	Card 25 Front and Back
TAC II	Card 45 Front and Back
	Card 46 Front and Back
	Card 47A Front and Back
	Card 47B Front and Back
TAC B	81-82, 83, 84-85, 86-87, 88, 89, 90-92, 93-94, 95, 96-98

•401

Given a series of actions of a character, the student identifies one which is inconsistent with the others.

- S.E.O.

•402

Given dialogue in a story, the student points out speeches inconsistent with a character.

- S.E.O.

•403

Given a fictional or biographical selection and a series of traits from a story he has read, the student identifies the character they pertain to.

- S.E.O.

•404

Given a character with unrealistic attributes, the student identifies the unreal traits.

- S.E.O.
- [ ] Read a book suggested by your teacher and discuss the traits which suggest a character is unreal or peculiar.

•405

Given a fictional or biographical selection, the student lists a series of adjectives describing the character.

- S.E.O.
- [ ] Read a book and select one character to report on. Write down twenty five words you can think of or find in the book to describe the character.
- [ ] Read a book. Cut a picture from a magazine that reminds you of the character. Then cut out words from the magazine that describe the character and make a poster.
- [ ] _____
- [ ] Dress a manikin or doll to depict one character in a book you have read.

On The Move 86-87

•406

Given a fictional or biographical selection, the student locates direct statements made by the author in the story to tell the traits of a character.

- S.E.O.
- [ ] Read a book. Find and write 15 short statements from the book where the author tells you directly what kind of person the main character is.

•407

Given a selection in which a character is under stress, the student indicates the forces that cause that stress.

- S.E.O.
- [ ] Read a book in which a character is in difficulty and discuss with your teacher the reasons for what has led to that difficulty.
- [ ] Read a book or play in which a character has problems. Point out errors if any that the character has made to cause his problems.
- [ ] Read a book and discuss with your teacher one important problem a character faces and tell how he solves it.
- [ ] After reading a book about a person who might be considered "different" or "strange" by other people, discuss the reasons the book suggests for the strangeness of the person.
- [ ] After reading a book select the most unhappy character and tell why he is unhappy.

•408

Given a selection in which a main character is recognized, and a series of actions, the student summarizes the characterization.

- S.E.O.

- [ ] Read a book about a person then write a short story placing that character in another setting. (You can change place or time. George Washington could be placed in Alaska or in space exploration times.)
- [ ] After reading a book in which an important character does not get what he or she wants, tell how that person adjusts to his failure.
- [ ] Read a book and select the most carefree character in the book. Tell the reasons for his happiness.
- [ ] Read a book and discuss the good and bad qualities of a character with other students who have also read the book. Decide if you would want the person in your classroom and tell why.
- [ ] Read a book suggested by your teacher and discuss how a character in the book suffers or prospers because of devotion to ideals or principles.
- [ ] Read a book and tell why you would want to be the same or different from the main character. Talk about the character's personality, not what happens to him or her.
- [ ] Read a book suggested by your teacher and tell how a very small incident alters an entire life or lives.
- [ ] Read a book and then list 10 personality traits of the main character and tell how these traits influenced the actions of this character.

•409

Given a fictional or biographical selection, the student locates actions of a character that define his traits.

- S.E.O.

- [ ] After reading a book having a main character find 10 actions of the character that tell you the kind of person he or she is.
- [ ] Read two books with main characters who perform similar actions. Discuss with your teacher the personalities of the two characters. Are they the same or different?
- [ ] Read a book and write a short biography of the main character.

•413

Given a short passage in which the author varies style, the student indicates the variations and suggests a reason for the variation.

TAC II	Card 39A Front and Back
TAC II	Card 42A Front and Back
	Card 43A Front and Back
	Card 43B Front and Back
	Card 16 Front and Back
	Card 17 Front and Back
	Card 40A Front and Back
	Card 41A Front and Back

- S.E.O.

414

Given a work of fiction or poetry, the student discusses the mood or tone giving examples of the author's style to show his reasoning.

Des.F.Gd.Rdg(A)	Page	Exercise	Question
	142	1	1
	142-143	2	1
	143	3	1
	146	8	1
	147	10	2
	148	12	2
	149	13	1
	150-151	16	2
	151	17	1
	151	18	1
	152	22	2
	153-154	23	2
	154	24	2
Des.F.Gd.Rdg(B)	Page	Exercise	Question
	136-137	1	2
	137	3	2
	138-139	6	2
	139	7	2
	140	8	2
	140-141	9	2
	141	10	2
	142	11	2
	142-143	12	2
	143	13	2
	144-145	15	2
	146-147	19	2
	148-149	21	1
	149	22	2

414

Des.F.Gd.Rdg(B)	Page	Exercise	Question
	150	23	2
	151	24	2
Des.F.Gd.Rdg(C)	Page	Exercise	Question
	134	6	2
	136	8	2
	136	9	2
	137	10	2
	138	12	2
	139	14	2
	140-141	16	2
	145	22	2
	146	24	1, 2
Des.F.Gd.Rdg(D)	Page 149-150	Exercise 1	Question 1
	Page 151	Exercise 4	Question 1
	Page 152	Exercise 6	Question 1
	Page 153	Exercise 7	Question 2
	Page 156-157	Exercise 11	Question 2
	Page 157	Exercise 12	Question 1
	Page 158	Exercise 13	Question 1
	Page 159-160	Exercise 16	Question 1,2

S in R II
p. 271
Examples 54, pp. 272-279
Examples 55, pp. 279-287

•415

Given a play or novel, the student depicts the setting of some major action.

- S.E.O.
- [ ] Make a diagram of the setting of some major action in a play or novel.
- [ ] Illustrate the setting of a major action in a play or novel.

•416

Given a fictional or poetic account, the student describes accurately the structure of story line including plot, setting, etc.

- S.E.O.

S in R II
pp. 228-237
Example 49, pp. 238-244
Example 50, pp. 244-259

•417

Given two or more passages he can read, the student compares them in selected points of style.

- S.E.O.

- After reading 2 books compare the two in a discussion with your teacher on the following points of style:
  [ ] a. sentence length
  [ ] b. length of words
  [ ] c. selection of words
  [ ] d. complexity of sentence structure
  [ ] e. density of concept
  [ ] f. use of figures of speech
  [ ] g. use of sound
  [ ] h. imagery
  [ ] Read two books by the same author. Point out similarities in style in the two books.

On The Move 90-91

- Newspaper
  H 374

•418

Given a poem, the student interprets reasonably the subjective influence of sound conventions on the poem's meaning.

AFRImp(Book 2) pp. 29-32A

- S.E.O.

•419

Given a poem (such as "Bells" by Poe), the student demonstrates the effect of word selection on the speed with which the poem can be read orally.

- S.E.O.

•420

Given a poem, the student scans it to indicate pattern of meter.

- S.E.O.

- [ ] Select a poem of 10 lines or less and mark each syllable to show whether the syllable is stressed ( ) or unstressed ( ).
- [ ] Mark each syllable in a 14 line poem and discuss any pattern in the meter.
- [ ] Compare the meter in two poems suggested by your teacher.

•421

Given a poem, the student identifies any rhyme pattern.

- S.E.O.
- [ ] Select any 10-20 line poem and mark each group of rhyming words with the same letter.
- [ ] After scanning a poem with several stanzas illustrate and discuss the author's model for rhyme with the teacher.

•422

Given a word, the student indicates whether the stress pattern and length make it iambic, trochaic, anapestic, dactylic, or spondaic.

- S.E.O.

•429

Given X written directions and pictures, the student follows the directions.

- BL-Dir (A & B) 1-25
  SKPac (Yellow) Following Written Directions
  EARS Tapes and Skill Sheets 1-20

430

Given directions he can read, the student follows the directions by changing sentences.

BL-Dir (C-F) Following Directions
Gates P F.D. Elementary
Intermediate
Advanced

431

Given a series of written directions, the student follows the specific instructions.

SKPac (Yellow)	2A, 2B, 2C, 2D
SKPac (Orange)	2 Yellow, 2 Blue, 2 Red, 2 Green, 2 Brown
DRS(A)	9, 21, 23, 26, 38, 41, 44, 47, 57
DRS(B)	7, 15, 23, 31, 39, 47, 55, 63
DRS(C)	6, 7, 13, 20, 34, 41, 47, 54, 61
DRS(D)	6, 20, 27, 34, 41, 47, 54, 61

431

Gates P	Elementary FD Intermediate FD Advanced FD (All)
Be BR(A)	p. 27
BasRS	p. 131
S in R II	pp. 158, 159, 160
New Look	pp. 66, 67

•434

Given an oral objective involving a motor response, the student completes the task.

EARS	Tape and Card 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

• S.E.O.

435

Given directions and multiple choice questions, the student follows the directions and selects the correct answers to the question.

MLP-Comp.	p. 20, 21, 43, 44, 68, 69, 90, 94, 116, 118, 119
RO	Tape E/45 p. E/45
SRA-LisSp	Intermediate IIa Tape 4 Side 2
SRA-LisSp	Intermediate IIb Tape 3 Side 2
SKPac (Orange)	14 All

•438

Given a printed selection accompanied by a tape or record which reads the material, the student will first read the material with the aid of the tape or record; then he will read it orally by himself.

• S.E.O.

Plays E	(All)
Inst.Read	(All)

•439

After reading a selection silently, the student reads it orally to an audience.

• S.E.O.

RM: 96

•440

Given a joke/riddle/poetry book he can read, the student reads selections of his choice to one or more students of his choice.

- S.E.O.

•441

Given a timely newspaper article, the student practices reading it, then reads it to an audience.

- S.E.O.

•442

Given a choral reading or play he can read, the student recruits another student, practices together, then records it.

- S.E.O.

•443

Given a selection of X length he has prepared, the student reads orally to an audience or tape records it successfully.

- S.E.O.

- [ ] Read a book of jokes and select 10 of the best to read to other students
- [ ] Practice reading a poem orally then tape record it for someone else to hear.
- [ ] Select a 5 minute exciting passage from a book and record it in a way that will interest other students in the book.
- [ ] Prepare and read an easy story to a group of children.
- [ ] Participate with other students in a play for radio, T.V. or direct presentation.

•444

Given a poem he can read and time to prepare, the student reads the poem orally, observing punctuation and phrasing.

- S.E.O.

- [ ] After reading the poem, tell how the punctuation affects the rhythm pattern.
- [ ] Tape record the poem for playback to improve the oral reading.
- [ ] Prepare a suitable poem to read orally to younger students.

On The Move 52-53

•446

Given X paragraphs that coincide with his reading level, the student accelerates his rate of reading and answers comprehension questions on each selection without reducing his level of accuracy.

SRA IIa	Rate Builders All
SRA IIb	Rate Builders All
McC	Levels A-E All
• BL-Facts	Levels A-F All
SRA IIIa	Rate Builders All
SRA IIIb	Rate Builders All

• S.E.O.

•447

Given a paragraph that coincides with his reading level, the student reads the paragraph, times himself, and using a chart, ascertains his reading speed in words per minutes. (wpm)

SRA IIa	Rate Builders
SRA IIb	Rate Builders
SRA IIIa	Rate Builders
SRA IIIb	Rate Builders
McC	Levels A-E
• BL-Facts	All
AFRImp(Book 3)	pp. 116-119A; 122-127A; 132-137A; 140-146A; 152-158A
On The Move	57, 58, 59, 60, 61, 62, 63, 64

• S.E.O.

448

Given appropriate reading material, the student skims or scans to answer questions about content in a stated time limit.

S in R I	(Dictionary) pp. 32-33 (Name or Number) pp. 34-35 (Numerical Facts) pp. 36-41 (An Article) pp. 41-44, 44-47, 47-53, 53-60, 60-61 Ex. 43 pp. 234-238 Ex. 47 pp. 268-270 Question 1-7 Ex. 49 pp. 282-285 Ex. 52 pp. 294-295
S in R II	(Numerical Facts) pp. 48-51 Ex. 16, pp. 52-57 pp. 135, Question 9-12 pp. 142-146 Ex. 35, pp. 152-157 Question 1-7
On The Move	37, 38, 39, 65

RM: 98

449

Given study materials, the student uses skimming techniques to prepare for reading or for review.

S in R I	(Overview) pp. 64-79 (Preview) pp. 80-88, 88-96 (Skimming for Main Idea) pp. 97-102, 102-108, 108-115, 115-120, 125-133 (Review) 121-124
S in R II	(Overview Textbook) pp. 4-6 (Overview Book) Ex. 2, p. 7 (Preview) pp. 8-15 (Main Idea) Ex. 11, pp. 33-38 Ex. 12, pp. 38-43; Ex. 13, pp. 43-45 (Review) Ex. 14, pp. 46-47; Ex. 17 pp. 57-58, pp. 60-65
New Look	pp. 55-56
TAC B	173-182

•450

Given a passage, the student divides the passage into phrases which are meaningful units.

New Look	p. 38, 40

• S.E.O.

•451

Given phrase or word perception drills, the student improves his speed and accuracy in completing the drill.

On The Move	54-55, 56
New Look	pp. 33-34, 35, 36

• S.E.O.

•452

Given incomplete phrases, the student completes the phrase mentally while reading.

New Look	p. 39

• S.E.O.

453

Given a specified picture dictionary and a word, the student marks the number of the page on which he finds the word.

RHRP	Yellow Dictionaries
Picture Dic. for Children	Watters
Cat in the Hat Beg. Book Dic.	Eastman
Storybook Dic.	Scarry

454

Given a specified picture dictionary and a word, the student copies the word's rhyming words from the dictionary entry.

RHRP Yellow Dictionaries

455

Given a picture dictionary and a single meaning word, the student copies the word's meaning from the dictionary.

RHRP Yellow Dictionaries
Picture Dictionary for Children Watters

• 456

Given a sentence and a picture dictionary, the student copies the correct meaning for a word that has multiple definitions listed.

RHRP Yellow Dictionaries

- S.E.O.

• 458

Given X alphabet letters, the student places the letters in alphabetical order.

	LAW	14, 22, 23
•	Ph Wrk(A)	24, 40
•	Ph Wrk(B)	2, 4
•	Ph Wrk(C)	1, 2
	SAW	46
	LAW	p. 19, 23
•	Think	I, Unit 1, 6

• 459

Given X letters and X blanks, the student marks in the blanks appropriate letters of the alphabet that come before/in between/ after the given letter(s).

•	Ph Wrk(B)	2, 4
•	Ph Wrk(C)	1 (bottom), 2
	EDL-Ref.EEE	Alphabetical Order, Part B
•	Think	I, Unit 1, 6

460

Given a word and X listed words, the student selects a word from the list that would come after the given word in alphabetical order.

RATT I	Red 1, 6, 8, 10, 16
	Blue 2, 10, 11, 15, 17
	Orange 2, 7, 13, 16, 17
	Brown 3, 4, 11, 17, 20
	Purple 2, 3, 9, 19, 20
	Green 3, 5, 9, 13, 18
RATT II	Skill Cards Violet 2, 5, 8, 11, 14, 17, 20
	Skill Cards Blue 1, 4, 7, 10, 13, 16, 19
	Skill Cards Green 2, 5, 8, 11, 14, 17, 20
	Skill Cards Gray 3, 6, 9, 12
	Skill Cards Orange 1, 4, 7, 10, 13, 16, 19
SAW	52
EDL-Ref.EEE	Alphabetical Order Side 1 Part A

•461

Given X lists of words, the student indicates whether the words are in alphabetical order.

• UseD	MacMillan p. 1-3 #15 p. 7
SAW	Tape 7A, p. 45
Phwu(E)	70
Phwu(G)	101 (bottom)
• Think	I, Unit 1, 6

•462

Given a list of X words, none of which begins with the same letter, the student places the words in alphabetical order.

LAW	15, 16, 17, 18, 19, 22, 25, 27, 28
• GWEP(6)	68, 69, 70, 71, 76, 77
Phwu(E)	69, 70
Phwu(G)	100, 101
MacMillan (Vocabulary Development)	Level 3 p. 58-59
• UseD	p. 4, 5, #13 on 6
SAW	Tape 7B, p. 48
EDL-Ref.CCC	Alphabetical Order
EDL-Ref.DDD	Alphabetical Order Side 1
LAW	p. 20 (top) 21 (top)
SRA IIIa	Blue C 1, 6, 11
SRA IIIa	Brown C 1, 6, 11
SRA IIa	Red D 2, 7, 12
SRA IIa	Orange D 1, 6, 11
SRA IIa	Gold D 5, 10, 15
SRA IIa	Tan D 2, 7, 12
SRA IIc	Brown D 1, 6, 11
SRA IIc	Red D 5, 10, 15
TAC A	p. 79

RM: 101

•463

Given a list of words in which all begin with the same letter, the student places the words in alphabetical order.

	TAC A	p. 80, 81
	MacMillan (Voc.Dev.)	Level 3, p. 60; Level 4, p. 102-103
•	UseD	#14 p. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
	RATT I	Skill Cards Purple 2, 3, 9, 19, 20
	RATT I	Skill Cards Blue 2, 10, 11, 15, 17
	RATT I	Skill Cards Green 3, 5, 9, 13, 18
	RATT I	Skill Cards Brown 3, 4, 11, 17, 20
	RATT I	Skill Cards Orange 2, 7, 13, 16, 17
	RATT I	Skill Cards Red 1, 6, 10, 16, 18
	RATT II	Skill Cards Violet 2, 5, 8, 11
	RATT II	Skill Cards Blue 1, 4, 7, 10, 13, 14, 16, 17, 20
	RATT II	Skill Cards Green 2, 5, 8, 14
	RATT II	Skill Cards Gray 3, 6, 9, 12, 15, 17, 18, 20
	RATT II	Skill Cards Orange 1, 4, 7
	RATT II	Skill Cards Maroon 2, 5, 8, 10, 11, 13, 14, 16, 17, 19, 20
	SAW	49, 50, 51
	Phwu(E)	69
	Phwu(F)	100
	Phwu(G)	100
	LAW	Middle, Bottom 15, 16
	SRA IIIa	Blue D 1, 6, 8
	SRA IIIa	Blue E 1, 6, 8
	SRA IIIa	Brown D 1, 6, 11
	SRA IIIa	Brown D 1, 6, 11
	SRA IIIa	Brown E 1, 6, 11
•	NPhwu(G)	63
•	NPhwu(F)	63
•	NPhwu(E)	63
•	Think	I, Unit 1, 6

•464

Given two lists of words, the student coordinates the words into one alphabetized list.

	Phwu(E)	70 (bottom half)
	Phwu(F)	101
	Phwu(G)	101 (top)
	EDL-Ref.DDD	Alphabetical Order Side 2
	EDL-Ref.EEE	Alphabetical Order Side 2
•	NPhwu(E)	62
•	NPhwu(G)	63
•	NPhwu(F)	62
•	Think	I, Unit 1, 6

RM: 102

•466

Given X word lists, X blanks, and an explanation of dictionary/alphabet division into parts, the student marks which part of the dictionary/alphabet the word would be placed.

	LAW	17-18
•	UseD	
	BasRS	168 (top)
•	Think	I, Tapes L.A. 98, 99

•467

Given a word and dictionary, the student writes the page number on which the word is found in the dictionary.

	Phwu(E)	72
•	UseD	
	RH Dictionary	(School Edition) - any dictionary
•	Think	I, Tapes L.A. 98-99

•468

Given a designated dictionary and a page number, the student copies the guide words on the specified page.

	RHRP	Yellow Picture Dictionaries
•	UseD	p. 22, 23
	UseD RH Dictionary	(School Edition) - any dictionary
•	Think	I, Tape L.A. 98

•469

Given a pair of guide words from a page in a dictionary and a word, the student indicates whether the word comes before, on, or after the page on which the guide words are found.

	TAC A	p. 82-83
	TAC B	p. 62-63
	Phwu(G)	102, 103
	LAW	18 (bottom), 19 (top)
	EDL-Ref.DDD	5
•	UseD	24-28
	Des.F.Gd.Rdg(A)	p. 169 Exercise 14
	Des.F.Gd.Rdg(B)	p. 159 Exercise 3
	Des.F.Gd.Rdg(C)	p. 154 Exercise 3
•	NPhwu(G)	64, 65
•	NPhwu(F)	64, 65
•	Think	I, Tape L.A. 98

RM: 103

•470

Given a word spelled correctly and incorrectly in phonetic symbols and a dictionary, the student selects the correct spelling.

MWDr.Sp.	73, 77, 78, 79, 80, 81, 82, 83, 84, 90
Phwu(G)	105
On The Move	30-31
EDL-Ref.EEE	3 Side 1, 2
• Think	I, Tape L.A. 99

471

Given a dictionary pronunciation key and a word with X letters marked, the student writes the letters with the phonetic symbols to indicate the pronunciation.

MWDr.Sp.	58, 75
Lk up L.	40-41
TAC A	89-91

•472

Given X words, the student uses a dictionary to divide the words into syllables.

• UseD	p. 83-89
Lk. up L.	p. 34-35

•473

Given a question involving the meaning of words, the student refers to a dictionary and answers the question.

• UseD	45-50, 60, #8 on p. 61 #9 p. 61-62, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, #65 on p. 78
EDL CCC	7
BasRS	170, 172, 173, 174, 175

•474

Given a dictionary and a list of words which are illustrated in the dictionary, the student answers questions which require reference to the illustration.

• GWEP(6)	74, 75
• UseD	#40 p. 71-73

•475

Given X pictures of objects, the student writes the object's name, then uses a dictionary to check his spelling.

•	UseD	p. 79-81

•477

Given multiple dictionary definitions for single words and sentences in which the word is used, the student indicates the appropriate meaning.

	TAC A	p. 86-88
	TAC B	p. 71-73, 74-76
	Phwu(E)	74
	Phwu(G)	104, 106, 107
	EDL-DDD	Red 6
	BasRS	p. 169
•	UseD	82
	Des.F.Gd.Rdg(B)	p. 177 Exercise 25
		P. 179 Exercise 28
		p. 181 Exercise 31
		p. 184 Exercise 34
	Des.F.Gd.Rdg(C)	p. 171 Exercise 22
		p. 173 Exercise 25
		p. 176 Exercise 28
		p. 178 Exercise 31
		p. 180 Exercise 34
		p. 184 Exercise 41
	Des.F.Gd.Rdg(D)	p. 164-166 Exercise 1, Part 1
		p. 167-169 Exercise 2, Part 1
		p. 170-172 Exercise 3, Part 1
		p. 173-176 Exercise 4, Part 1
		p. 176-179 Exercise 5, Part 1
		p. 179-182 Exercise 6, Part 1
		p. 183-185 Exercise 7, Part 1
		p. 186-188 Exercise 8, Part 1
•	NPhwu(G)	70
•	NPhwu(F)	70
•	NPhwu(E)	70
•	Think	I, Tape L.A. 98

RM: 105

481

Given the title page of a book, the student answers pertinent questions about the book.

SKPac (Yellow)	6A Blue
	6B (top) Pink
	6C (top) Green
	6D (top) Brown
EDL-Ref.CCC	3, Sides 1 and 2
EDL-Ref.DDD	2, Sides 1 and 2

•482

Given a book, the student lists the copyright date.

- S.E.O.
- [ ] Select 20 books, list their titles and copyright dates and turn the list in to your teacher.

483

Given a table of contents or index, the student answers pertinent questions about the book's contents.

SKPac(Blue)	9 Green (Table of Contents - Index)
	9 Blue (Table of Contents, Index)
	9 Pink (Table of Contents, Index)
EDL-Ref.CCC	8 Sides 1 and 2 (Index)
	2 Sides 1 and 2 (Table of Contents)
EDL-Ref.DDD	8 Sides 1 and 2 (Index)
	4 Sides 1 and 2 (Table of Contents)
SKPac(Yellow)	9 Yellow - Side 2 - bottom (Table of Contents)
	9 Brown (Table of Contents)
EDL-Ref.EEE	5 Sides 1 and 2 (Index)
	2 Sides 1 and 2 (Table of Contents)
Be BR(A)	100-101
Be BR(B)	104-105
Be BR(C)	118-119 (Index)
Be BR(I)	82-83 (Table of Contents) 94, 95 (Index)
Be BR(II)	152 Index, 153-154 (Table of Contents)
SKPac (Orange)	9 Yellow, Side 2 (top)
	9 Green
TAC A	135-137

484

Given X questions which can be answered from book sources such as bibliography, glossary, index, table of contents, acknowledgements, etc; the student indicates where the answers can be found.

R.BET.LM(A)	pp. 44, 45, 46, 47, 48, 49, 50, 51, 52, 58, 59, 60
EDL-Ref.CCC	10, Sides 1 and 2
EDL-Ref.DDD	7 Sides 1 and 2; 10 Sides 1 and 2
EDL-Ref.EEE	6 Sides 1 and 2; 7 Sides 1 and 2
BasRS	155

485

Given a visual example of the book spines of a set of encyclopedias and X topics, the student indicates in which encyclopedia he could find information about a given topic.

Be BR(A)	141
Be BR(B)	141
Be BR(C)	120
Be BR(I)	120
Be BR(II)	94

486

Given an encyclopedia page and X pertinent questions, the student answers the questions.

EDL-Ref.EEE	9 Sides 1 and 2
BasRS	178

487

Given a reference table, the student answers pertinent questions using the table.

EDL-Ref.EEE	4 Sides 1 and 2
EDL-SS CC	10
Be BR(C)	88, 89
AFRImp(Book 3)	pp. 55, 56
New Look	69, 70, 71, 72, 73, 74, 75

488

Given a question and X reference books, the student selects the appropriate book and locates the required information.

RHRP Blue	6, 7, 8, 9
RHRP Tan	6, 7, 8, 9
RHRP Yellow	9
RHRP Green	6, 7, 8, 9
RHRP Pink	9

•489

Given a key to symbols, a calendar and X questions, the student refers to the key, to symbols and calendar to answer the questions.

- (Teacher observed using a current calendar)

•490

Given a classified advertising section of a newspaper and X questions, the student answers the questions by referring to the advertisements.

- (Teacher observed using a current newspaper)

491

Given a thesaurus page, the student answers pertinent questions relating to information contained.

BasRS	176-177

Use Any Thesaurus

492

Given a card catalog, the student locates the placement of a book, or answers questions using information in the sample cards.

EDL-Ref.EEE	8 Side 1
Be BR(C)	168
Be BR(I)	121
Be BR(II)	123 (top)
BasRS	180

RM: 108

493

Given a card catalog, the student indicates whether it is a subject card, author card or title card.

EDL-Ref.EEE	8, Side 2
Be BR(II)	123 (bottom)

•494

Given a reference library, the student locates information related to the following:

1. The biography of a famous living person.
2. The location and commerce of a contemporary nation.
3. Rainfall per year in Bolivia.
4. Two countries that border on Chile in South America.
5. The birthdate of William Shakespeare.
6. Five synonyms for _____.

• S.E.O.

495

Given an application form for employment, the student completes it.

498

Given a paragraph, the student completes or verifies the outline as directed.

EDL-S	E-1, Sides 1 and 2 (Subtopics)
	E-7, Sides 1 and 2
	E-9, Sides 1 and 2
EDL-SS	CC-9, Sides 1 and 2
	DD-1, Sides 1 and 2
	EE-[illegible] Sides 1 and 2 (Subtopics)
	EE-8, Sides 1 and 2 (Subtopics)
	EE-9, Sides 1 and 2 (Notes)
BasRS	14[illegible]-147
ARP(6)	Tape 10A pp. 76, 77, 78, 79
ARP(8)	Tape 7B, pp. 56, 57, 58, 59
RMean	6-12
Making an Outline	(All selections)
Be BR(A)	98, 99, 114-115
Be BR(B)	88, 89, 116-117

498

Be BR(C)	92, 93, 134-135
Be BR(I)	80-81
Be BR(II)	50, 62-63, 98, 99, 112-113
Be BR(III)	70-71, 76-77, 94-95
TAC A	169-171

499

Given a selection and X statements, the student marks if the statements are true or false.

EDL-SS	EE-1, Sides 1 and 2

500

Given a selection and X words or phrases, the student selects the words or phrases pertinent to the selection, then verifies his answer in the selection.

ARP(8)	Tape 10A, 76-79
EDL-S	C-9
R.BET.LM(A)	pp. 11-13 Questions 1-6; pp. 126-127; pp. 14, 15; pp. 80-82; pp. 82-84

501

Given a selection and X statements, the student reads a statement then refers to an indicated part of the story and states whether there is or is not proof for the statement.

EDL-SS	CC-3
EDL-SS	DD-5
R Dev (B)	Following Up Health: 401-405; 501-505; 601-605
	Following Up Law: 401-405; 501-505; 601-605
	Following Up Safety: 401-405; 501-505; 601-605
	Following Up Science: 401-405; 501-505; 601-605
	Following Up Work: 401-405; 501-505; 601-605
R Mean	4-12

• 503

Given X pictures or words, the student indicates the one that does not belong in the same category with the others.

RO	Tape E/47, p. E/47
On The Move	76
• PATTR I	Vs6

RM: 110

504

Given X categories of words, the student selects the category for each word.

Try	68, 69, 83, 98
On The Move	76
TAC A	159-160

505

Given a word and X topics, the student puts the word under the correct topic.

EDL-SS	CC
Be BR(A)	12, 135
Be BR(B)	33
Be BR(I)	27
On The Move	77
TAC A	187-190

• 506

Given a word or phrase in context and X topics, the student writes the word or phrase under the correct topic.

Be BR(B)	30-33
EDL-S	C-7 Sides 1 and 2
EDL-SS	EE3, Social Studies Sides 1 and 2
R.BET.LM(A)	pp. 131-133; pp. 143-144; pp. 149-150
AFRImp(Book 2)	pp. 100-102
AFRImp(Book 3)	pp. 97-99
• PATTR I	C-4

507

Given a sentence and X topics, the student writes the sentence under the correct topic.

Be BR(A)	113
On The Move	78, 79

• 508

Given a description of an occupation and X choices of occupations, the student identifies the occupation being described.

• S.E.O.	
BasRS	113

RM: 111

509

Given a pair of words with a relationship, the student selects another pair of words with the same relationship.

AFRImp(Book 3)	pp. 100-102
On The Move	80-81

512

Given information in a math "thought" problem and X questions, the student responds to questions showing he has read the problem correctly.

ARP(6)	Tape 11A pp. 84-87
ARP(7)	Tape 8A pp. 60-63; Tape 8B pp. 64-67; Tape 9A pp. 68-71
R.BET.LM(A)	24-27; 28-30; 33; 114-116; 117-119; 120-122; 123-125; 164-166; 167-168; 169-170; 171-172; 173
On The Move	102-106

•513

Given content areas requiring specialized reading, the student applies the special skills required.

- S.E.O.

On The Move	107-112 (Science) 113-118 (Homemaking) 119-122 (Industrial Arts) 123-127 (Athletics)

521

Given a map, the student answers pertinent questions about it.

SKPac(Yellow)	9 Blue (World), 9 Yellow Side 1 (City)
EDL-SS	DD8 (road-rainfall)
EDL-Ref. CCC	5 Sides 1 and 2 (State)
SRA-Map	Learning to read Street and Highway Maps Level 1, #1-7, Questions 1-10 Level 3, #1-7, Questions 11-20 (State)
Be BR(A)	26, 27
Be BR(B)	112-113
Be BR(C)	6, 7, 62, 63
SKPac (Red)	13 All
SKPac (Orange)	9 Yellow (Sides 1 and 2), 9 Brown, 9 Blue
AFRImp(Book 3)	69, 71
R.BET.LM(A)	18, 19, 56, 57
On The Move	66, 67

RM: 112

522

Given a simple diagram and X questions pertaining to _____, the student answers the questions by using the sample diagrams.

EDL-Ref.CCC 9 Sides 1 and 2
AFRImp(Book 3) 82-86 A, B

523

Given a city, state, or special purpose map, the student selects the correct answer to pertinent questions.

SRA-Map Intro. to Map Reading
Levels 1-3 #1-7, Questions 1-20
SRA-Map Interpreting Maps, Level 1 #1-20
SRA-Map Learning to Read Many Kinds of Maps
Level 4, #1-7, Questions 1-20

•524

Given X street or highway maps and multiple choice or incomplete statements, the student interprets the maps to complete the statements.

- M.T.O.

SRA-Map Learning to Read Street and Highway Maps
Levels 1-3, #1-7

Use card #2 from each level to assess this objective.

•525

Given a map and X symbols, X maps, and X statements, the student completes the incomplete statements or chooses from X choices given to complete the statements.

- M.T.O.

SRA-Map Learning to Read Many Kinds of Maps
Level 1, #1-20

Use card #2 from Level 1 to assess this objective.

526

Given a study card, X visual images of a globe/X projection maps, and X statements, the student either completes the statement by choosing from the X choices given or fills in the blank.

SRA-Map	Learning to Read Globes and Projections Levels 1,2,3, #1-20 (Level 4 is Post Test)

Use card #2 from each level to assess this objective.

•527

Given shadow maps of the United States, X photos, X drawings, X small shadow maps of a particular kind of region, description of a particular region, and X questions, the student reads the description, then using the photos, drawings, and shadow maps, chooses from X choices given to answer the questions.

SRA-Map	Learning to Read Many Kinds of Maps Level 2, #1-7

Use card #2 from Level 2 to assess this objective.

• S.E.O.

•528

Given colored vegetation/elevation maps with legend, and X statements with X choices, the student studies materials given and marks the best answer from X choices given to complete X statements.

• M.T.O.

SRA-Map	Learning to Read Many Kinds of Maps Level 3, #1-7

Use card #2 from Level 3 to assess this objective.

529

Given an index of maps and diagrams, the student answers questions concerning the location of information.

EDL-Ref.DDD	9 Sides 1 and 2
BasRS	161 (diagram)
R.BET.LM(A)	69-71

RM: 114

530

Given X index referenced maps and a list of X place names, the student will locate the cities or islands and will copy their index reference.

EDL-Ref.EEE	10 Side 1, 2
BasRS	156
AFRImp(Book 3)	69-71

•531

Given a graph and X number questions and tasks, the student refers to the graph and answers the questions and completes the tasks.

- S.E.O.

AFRImp(Book 3)	77-81, A, B, C
AFRImp(Book 2)	70-71A
R.BET.LM(A)	8, 9, 66, 67, 68, 74, 75, 76, 78, 79
On The Move	68-69, 70, 71, 72

•536

Given a special interest area of his choice, the student reads several books or articles and continues his study of the subject over an extended time, organizing or reporting the new information acquired.

- S.E.O.
- (Accomplishment of this objective requires the organization and/or presentation of information from extended research. Reward that organization and reporting. You may give credit for other objectives reached in the reading required to carry out the research.)
- [ ] After reading two or more books on the same factual subject, make a scrapbook keeping related news and magazine articles for at least a month.
- [ ] After reading several books or articles about a subject, write or give an oral report on the subject.

RM: 115

537

Given a passage of study materials, the student uses note taking skills to aid memory.

- S.E.O.

S in R II	98-100
	Ex. 26, 101-107
	Ex. 27, 107-111
	Ex. 28, 111-115
	Ex. 29, 115-116
	Ex. 30, 116-123
New Look	93-94

538

Given a passage of study materials, the student uses note.
Given a passage of study reading, the student applies special techniques in aiding memory of the passage.

S in R II	124-127

- S.E.O

539

Given a passage containing headings, the student selects the heading that answers pertinent questions.

EDL-SS	CC 6 Side 1

540

Given an illustration and caption, the student answers X questions pertaining to them.

SKPac(Yellow)	9 Pink
EDL-Ref.CCC	4 Sides 1 and 2

541

Given an expository paragraph, the student outlines the paragraph by writing the main idea and each supporting detail.

R.BET.LM(A)	134-136

RM: 116

•542

Given a study assignment, the student uses a consistent study process to complete the assignment.

On The Move	73, 74
TAC A	141-143

- S.E.O.

•547

Given a biographical sketch and an application form for employment, the student fills out the application form using the information given in the biographical sketch or his own history.

- S.E.O.

AFRImp(Book 3) 57, 60

RM: 117